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ABSTRACT

The Fact Book is an annual publication of the Office of Research, Assessment and Planning at Central Virginia Community College (CVCC). It includes data and trends from 1994-1998 and is divided into six parts: (1) "The College" includes information on the College Board, institutional history, facilities, mission and goals, revenues and expenditures by year, and endowment and fundraising. Between 1994 and 1998 revenue increased by 7.5% while expenditures increased 7.7%; (2) "Employees" shows employee categories by sex and ethnicity, faculty by degree and rank, and faculty rank by sex and ethnicity. Eleven point six percent of staff and administrators are African American while 87.2% are white; (3) "Enrolled Students" includes enrollment patterns by year, student demographics, enrollment by program, and financial aid. Enrollment decreased 3.5% between 1994 and 1998; (4) "Center for Workforce & Economic Development/Continuing Education (CWED/CE) Course Offerings, Students and Companies Served, and Revenues" presents yearly trends for CWED/CE program. Enrollment and number of courses offered grew between 1994 and 1997, and dropped off in 1998; (5) "CVCC Graduates" provides tables and figures on degree programs, curriculum, and percent graduate rates. General studies associate degrees grew in popularity; and (6) "CVCC Learning Support" includes tables and figures showing library and learning resources expenditures, holdings, utilization and activities by year. (RDG)

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Central Virginia Community College 1999 Fact Book

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Preface

The Fact Book is an annual publication of the Office of Research, Assessment, and Planning. It is a compilation of information about Central Virginia Community College designed to be understandable and meaningful, and grow with the future planning and information needs of the College. Every effort has been made to ensure accuracy of the information provided from the various departments of the college. If you have any comments or questions about the Fact Book, please share them with me.

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PART 1: THE COLLEGE

CENTRAL VIRGINIA COMMUNITY COLLEGE BOARD: 1999-00

The board members for the 1999-00 year are:

Name	*Service Area Represented*	*Term Expires*
Mr. Clyde T. Clark	Lynchburg	6-30-03
Dr. Timothy A. Deibler	Lynchburg	6-30-03
Mr. Randall Spickard	Bedford County	6-30-03
Mr. Nathaniel X. Marshall, Vice-Chair	Lynchburg	6-30-00
Mr. Keith Lee Maxey	Campbell County	6-30-02
Mr. Tom Ford	Appomattox County	6-30-02
Ms. Marlene Fitzgerald	Amherst County	6-30-01
Mr. Dennis Rosser	Campbell County	6-30-01
Mr. James A. Vest	Bedford City	6-30-02
Mr. Massie G. Ware, Jr., Chair	Lynchburg	6-30-01

(Source: Office of the President)

ADDRESS

Central Virginia Community College
3506 Wards Road
Lynchburg, VA 24502-2498

ACCREDITATIONS

The college is accredited by the following associations:

- The Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, telephone number 404-679-4501)

  Associate in Arts and Sciences (AA&S) — Associate in Applied Science (AAS) — Diploma
  Certificate — Career Studies Program Certificate

- The Committee on Accreditation for Respiratory Care for graduates in Respiratory Therapy to write the Certification Examination of the National Board for Respiratory Care.

- The Joint Review Committee on Education in Radiologic Technology for graduates to write the National Registering Examination.

- The National Accrediting Agency for Clinical Sciences for graduates to write the National Registering Examination. The Medical Laboratory program is sponsored by Centra Health.

MEMBERSHIPS

The college currently holds memberships in the following organizations:

Altavista Area Chamber of Commerce
American Association of Community Colleges
American Association for Higher Education
American Society of Composers, Authors, and Publishers
Appomattox County Chamber of Commerce
Association of Virginia College and Universities
Bedford Area Chamber of Commerce
Blue Ridge Public TV
College & University Personnel Association
Commission on Accreditation of Allied Health Educational Programs
Greater Lynchburg Chamber of Commerce
Joint Review Committee on Education in Radiologic Technology
Joint Review Committee for Respiratory Therapy
Lynchburg Chamber of Commerce

National Association of College and University Business Officers
National Association of Student Financial Aid Administrator
National Council for Continuing Education and Training
Piedmont World Trade Council
Society of Manufacturing Engineers
Southern Association of Community, Junior, and Technical Colleges
Southern Association of Collegiate Registrars and Admissions Officers
Southern Association of Colleges and Schools
The Virginia Association of Governmental Purchasing
The College Board
Virginia Association of Collegiate Registrars & Admissions Officers
Virginia Community College Association
Virginia Council for International Education
Virginia Museum of Fine Arts

(Source: Office of the Dean of Financial and Administrative Services)

HISTORY

The 1966 Session of Virginia's General Assembly enacted legislation establishing a statewide system of comprehensive community colleges to be located in regions serving every Virginian. The State Department of Technical Education was reorganized to form the State Department of Community Colleges. Dr. Dana Hamel became the first Director to serve the Commonwealth in the new department.

Early in 1965, a local committee was formed to investigate the needs and feasibility of a community college for the Central Virginia region; and in July 1966, the State Board for Community Colleges selected Central Virginia as a community college location to serve the cities of Lynchburg and Bedford and the counties of Amherst, Appomattox, Bedford, and Campbell.

A committee of local business, civic, political, and industrial leaders and a professional site selection consultants team inspected and investigated more than 20 possible sites for the college before the selection was made. The site selected, where Central Virginia Community College presently stands, was approved by the State and Local Boards because of its geographic center to the service area's population and accessibility to all major highways in the area.

In October 1966, Dr. S.A. Burnette was named president of the college. He immediately set up an office in the Lynchburg area and began establishing the new college. The first meeting of the newly appointed local advisory board was held on March 14, 1967, and the name, Central Virginia Community College, was selected. On July 1, 1967, Central Virginia Community College assumed responsibilities for the freshman and sophomore college transfer programs previously offered by the Lynchburg branch of the University of Virginia's School of General Studies. The college operated in temporary quarters during the school year of 1967-68 located in the 721 Court Street Building, the Krise Building, and the Lynchburg Fine Arts Center.

The site on U.S. Route 29 South, with Appomattox Hall for administration and the Amherst Hall for

instruction, became available for students and staff for occupancy in August 1968. Dedication ceremonies were held on November 1, 1968. The college was accredited by the Southern Association of Colleges and Schools on December 3, 1969 and reaffirmed on December 12, 1973 and again on December 20, 1984. The reaffirmation committee was on campus during spring 1994.

In January 1972, Dr. M. Douglas Reed was named the second president of Central Virginia Community College. On January 1, 1974, Dr. Donald E. Puryear became the third president of Central Virginia Community College. Construction of additional college facilities was completed with an addition to the Amherst Hall, the construction of the Bedford Learning Resources Center and the Campbell Hall for engineering and technology. Dr. Johnnie E. Merritt became the fourth president on January 1, 1984. In 1988, the college participated in the establishment of the region 2000 Program, which is intended to promote commercial and industrial development in the geographic/demographic region. The college established its Quality First Program in 1989 to offer to area businesses and industries. In July 1990, Central Virginia Community College formalized its economic development efforts by establishing a new Center for Business, Industry and Government. On January 1, 1992, Dr. Belle S. Wheelan became the fifth president of Central Virginia Community College. In July 1992 a General Obligation Bond was approved and issued by the State Legislature providing $3,500,000 to CVCC for the construction of a new building, Merritt Hall, which became ready for occupancy in June 1997. Dr. Darrel W. Staat became the sixth president of Central Virginia Community College on January 4, 1999. During May 1999, the Advanced Manufacturing Technology Association agreed to merge its Advanced Manufacturing Technology Education Center with Central Virginia Community College.
(Source: *1998-00 Catalog and Student Handbook, Director of Research, Assessment, and Planning*)

FACILITIES

After beginning Central Virginia Community College in temporary quarters in downtown Lynchburg, two buildings on campus were ready for occupancy in August 1967. These were the Appomattox Building for administration and Amherst Hall for instruction.

In 1975, additional construction of 70,000 square feet was completed. Additions were made to Amherst Hall and the wing near the visitors' parking lot was connected to the main building and enclosed creating offices and the Student Center. Two new buildings--Bedford and Campbell Halls--were also added. In June of 1997 Merritt Hall was ready for occupancy.

In the first of the two buildings, the administrative offices were and continue to be located in the Appomattox Building. Amherst Hall consisted of two classroom buildings containing 75,000 square feet of space. All laboratories and classes were held here for the first eight years of the college s existence.

With the 1975 construction, Amherst Hall was extended by adding a third part onto the building. This section of the building housed the Business and Allied Health classes. The space between the electronics wing/machine shop was closed in with the main part of Amherst Hall. This in-fill allowed the establishment of a student center. Five to eight years later a tile floor and a suspended ceiling were added. Also, there were three offices in the front of the building housing student activities, student government offices, and the institutional police. The college now had 145,000 square feet of space.

As part of the 1975 construction project, the Bedford Learning Resources Center and Campbell Hall were added. The Bedford Learning Resources Center consists of the library and learning resources center. The library, including book, periodical, and office space, is located on the first floor. The learning resources center containing media, a language lab, a computer lab, and classrooms, is located on the second floor. Campbell Hall provides classrooms and labs and houses the commercial art, engineering, mathematics, and engineering technology classes. The first floor was renovated for use by Building and Grounds.

With the opening of Merritt Hall in June 1997, the five buildings on campus comprising all the instructional, office, and learning resources space contain about 173,137 square feet available for use. Merritt Hall contains 37,692 square feet to be used for continuing education, business, industry, and government training on the first floor and classrooms, computer laboratories, and office space on the second.

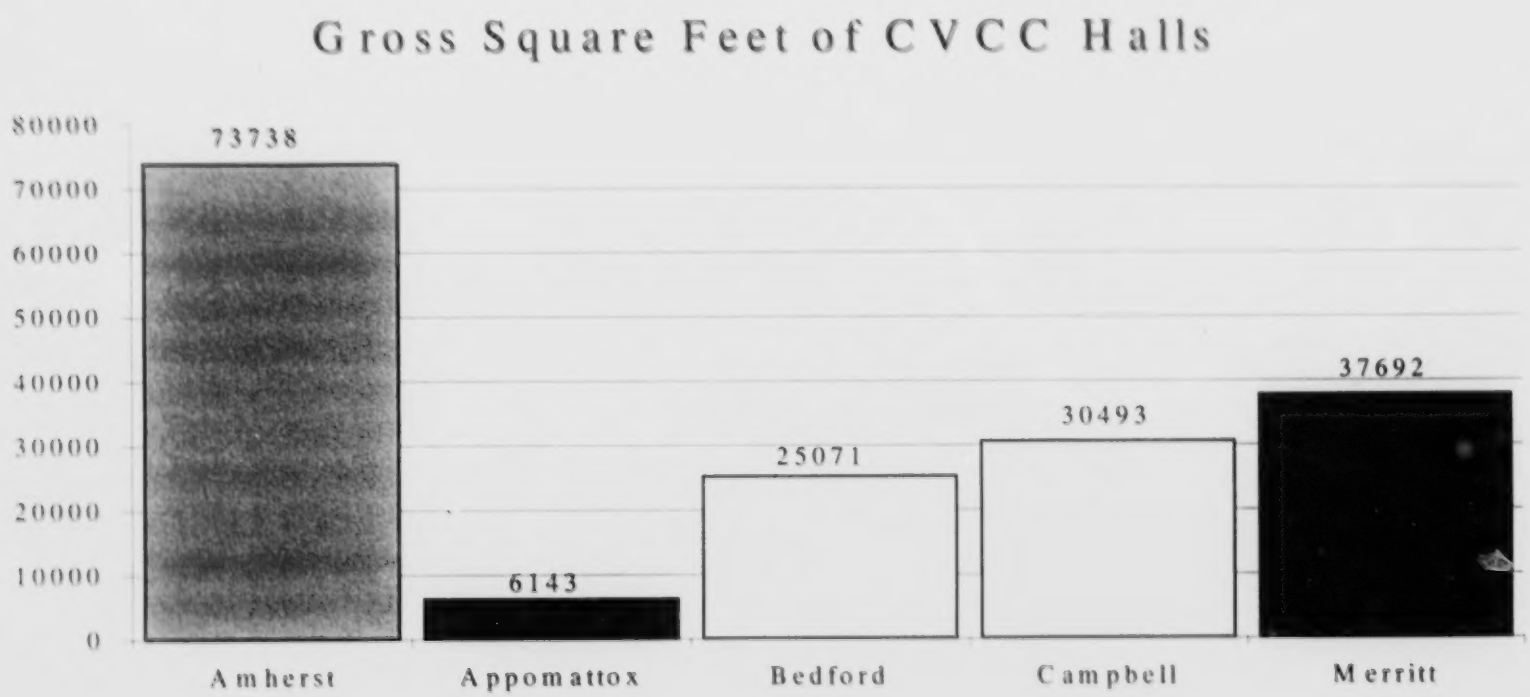
The first floor contains one large room capable of seating 250 that can be configured into four smaller partitioned rooms for fifty persons each. Other classrooms and conference rooms are available with a number that have capability of receiving downlinked satellite or electronic classrooms. The second floor contains three computer laboratories and six classrooms as well as offices for faculty. (Source: Dean of Student Services)

SQUARE FOOTAGE AND SPACE UTILIZATION OF FACILITIES

Amherst Hall, the largest building on campus, and Campbell, the third largest building on campus, have most of their space devoted to laboratories and classrooms. Appomattox Hall is the smallest building and

it has most of its space devoted to administrative offices. Bedford Learning Resource Center, the next to smallest building on campus, has most of its space devoted to the college library and to classrooms. Merritt Hall, the second largest building on campus, has most of its space devoted to external public service facilities, classrooms, laboratories, and faculty offices. (Source: Facility Data Sheet)

Gross Square Feet of CVCC Halls



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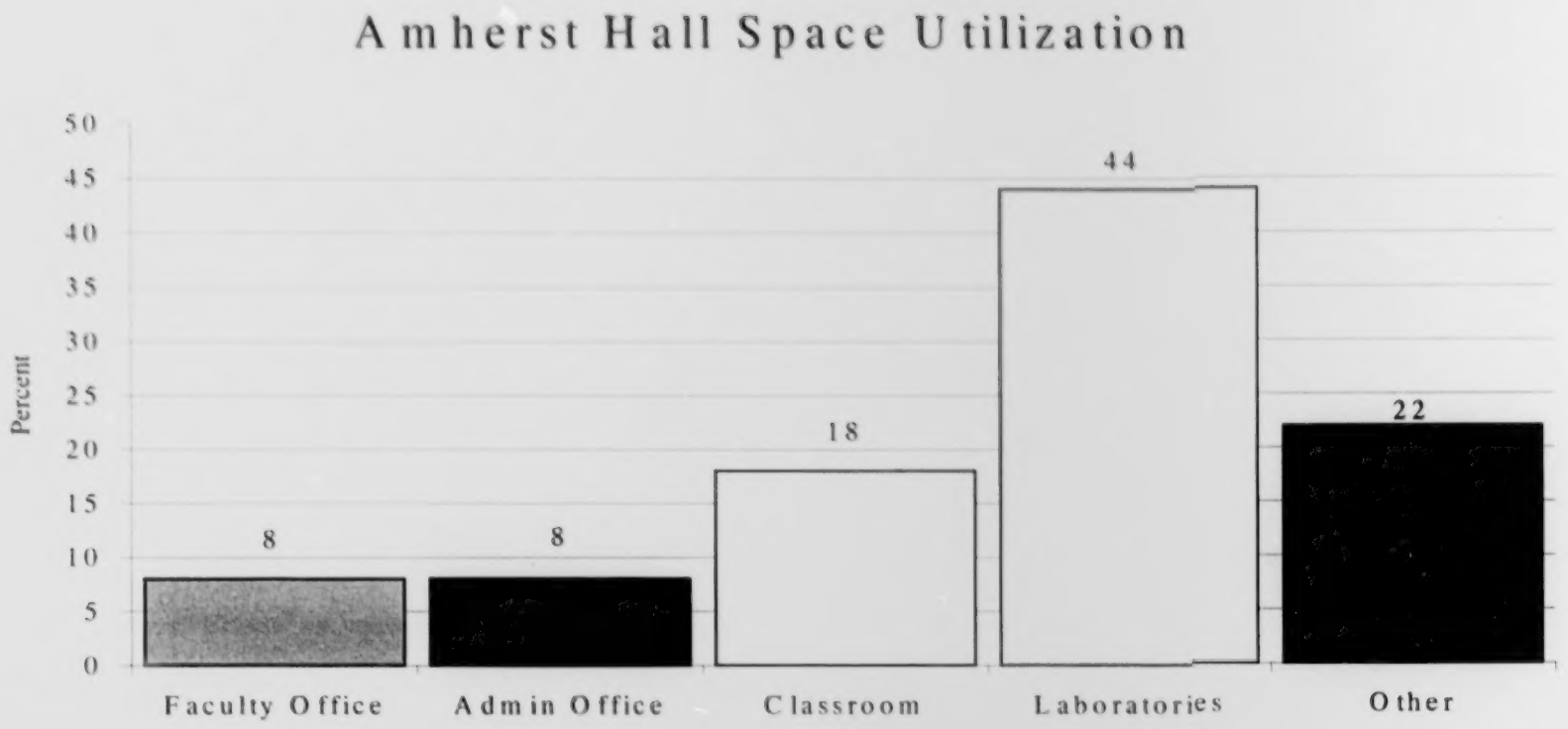
Amherst Hall Space Utilization



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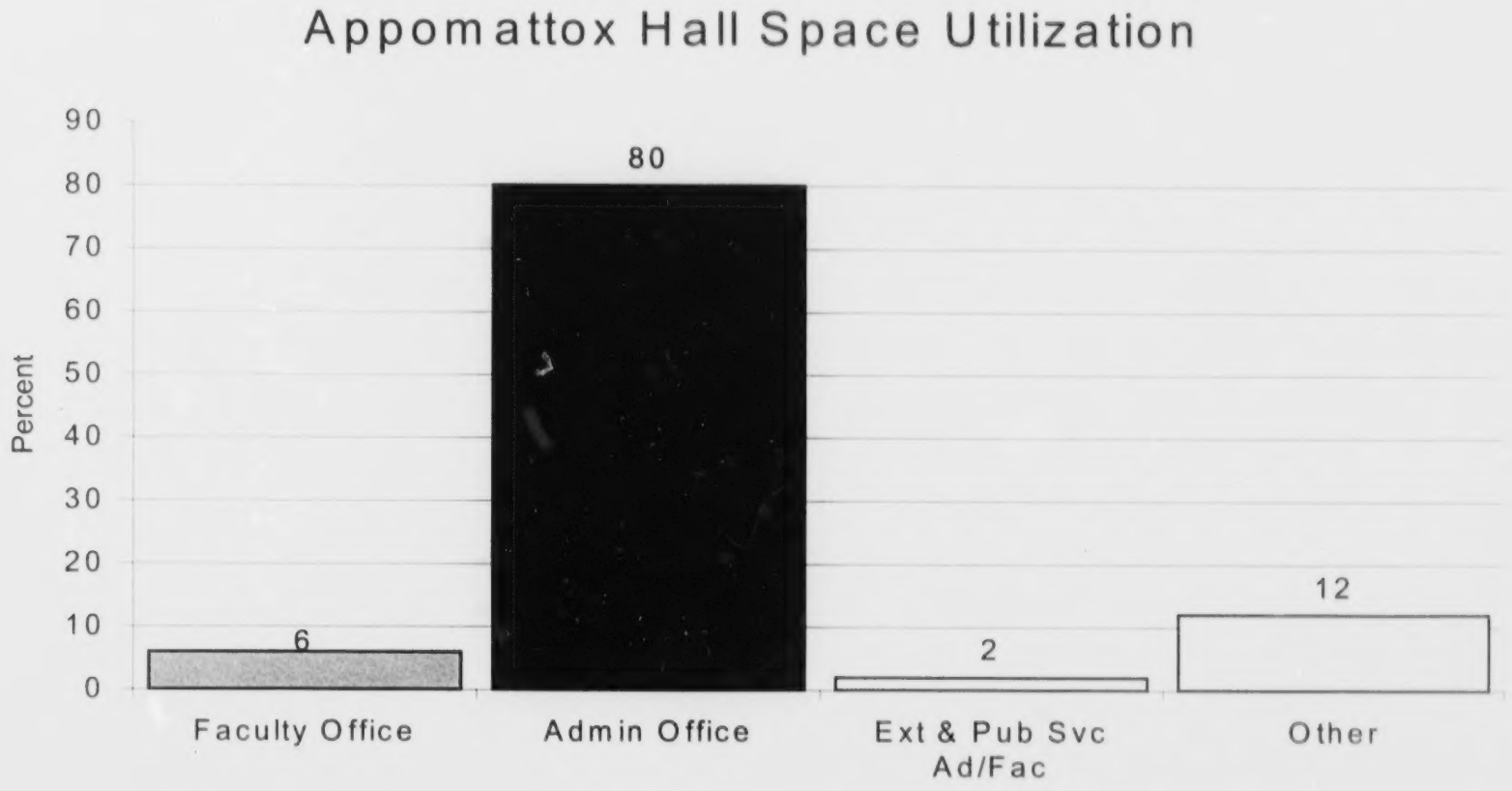
Appomattox Hall Space Utilization



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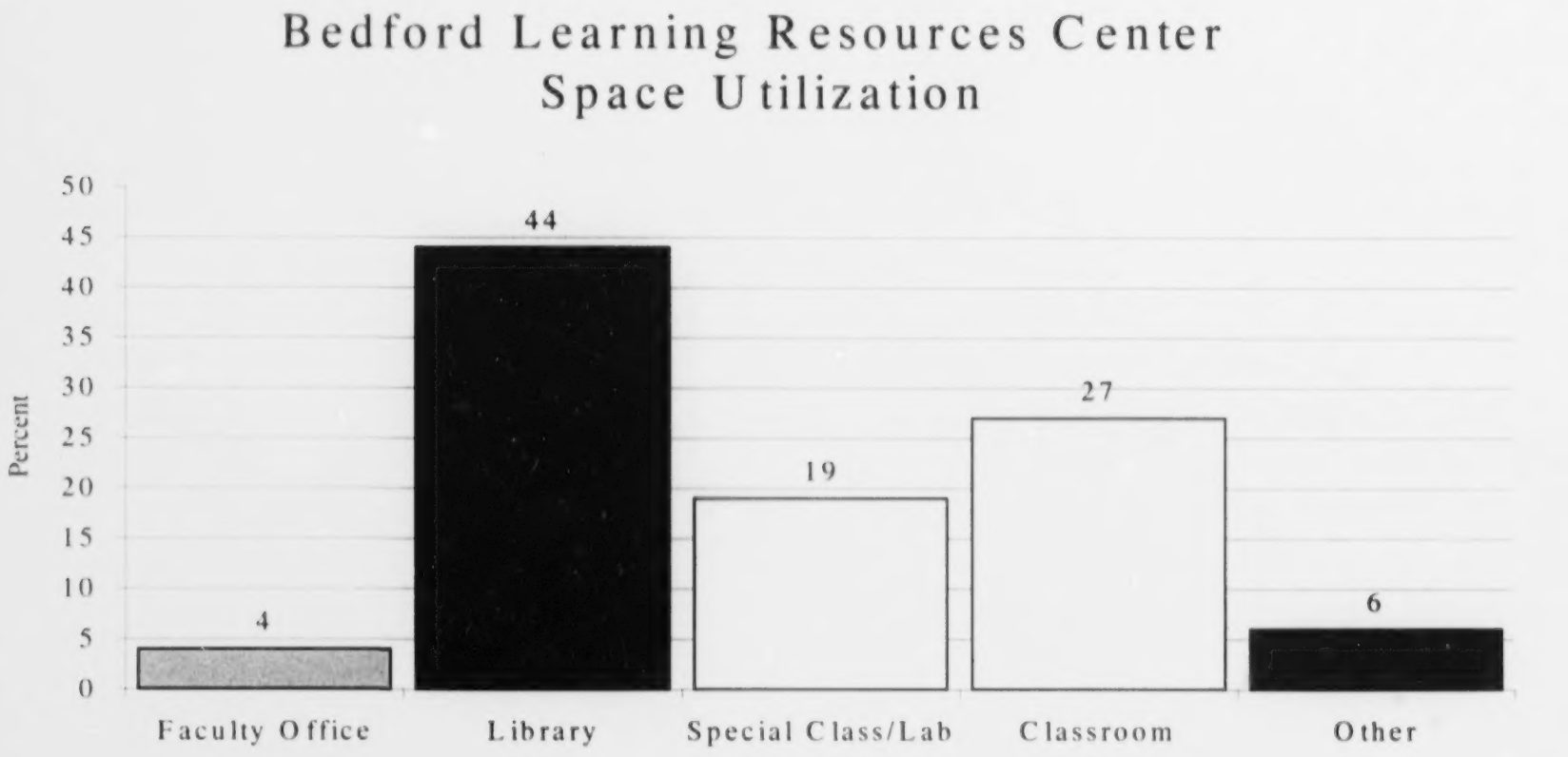
Bedford Learning Resources Center Space Utilization



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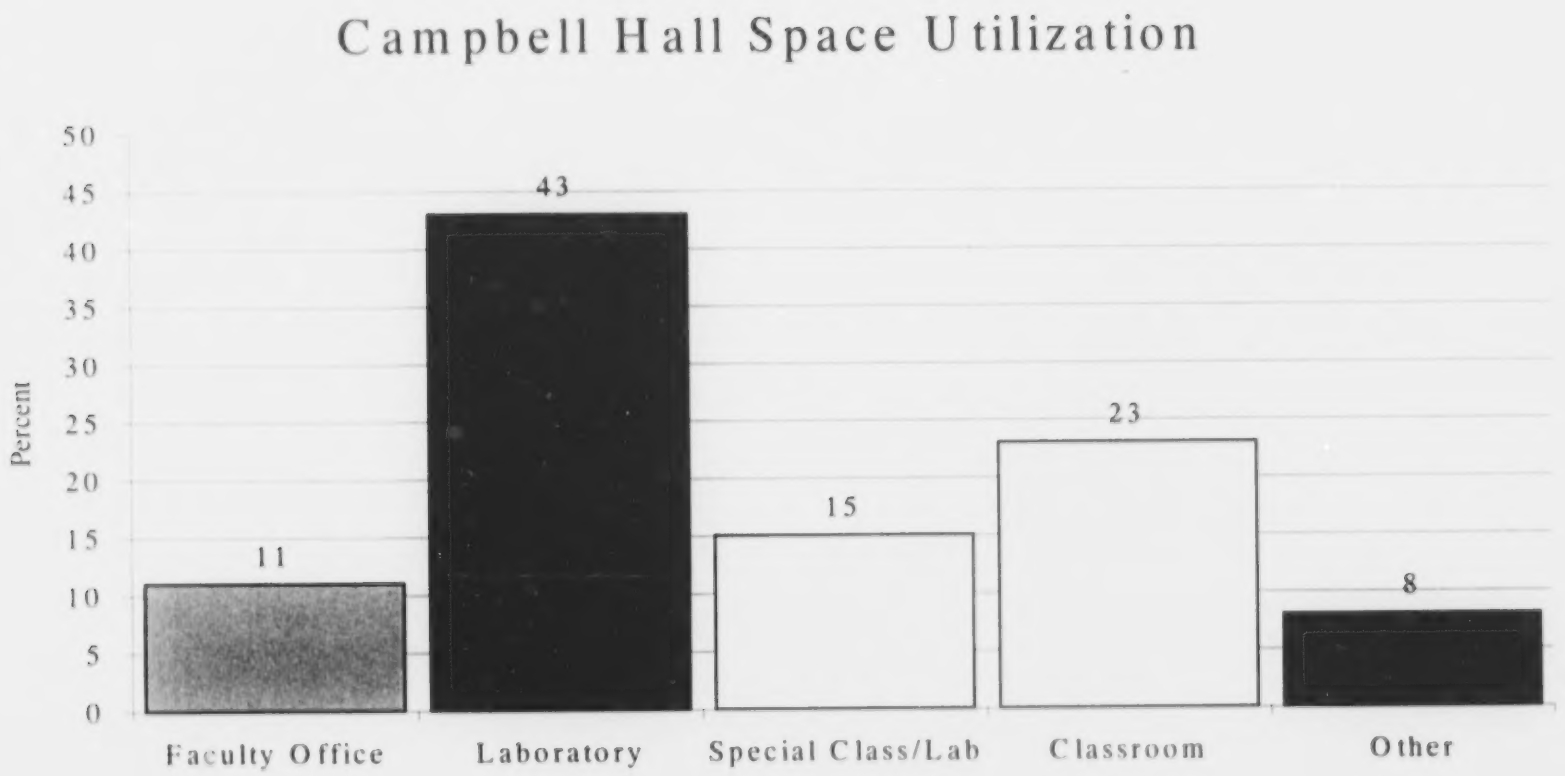
Campbell Hall Space Utilization



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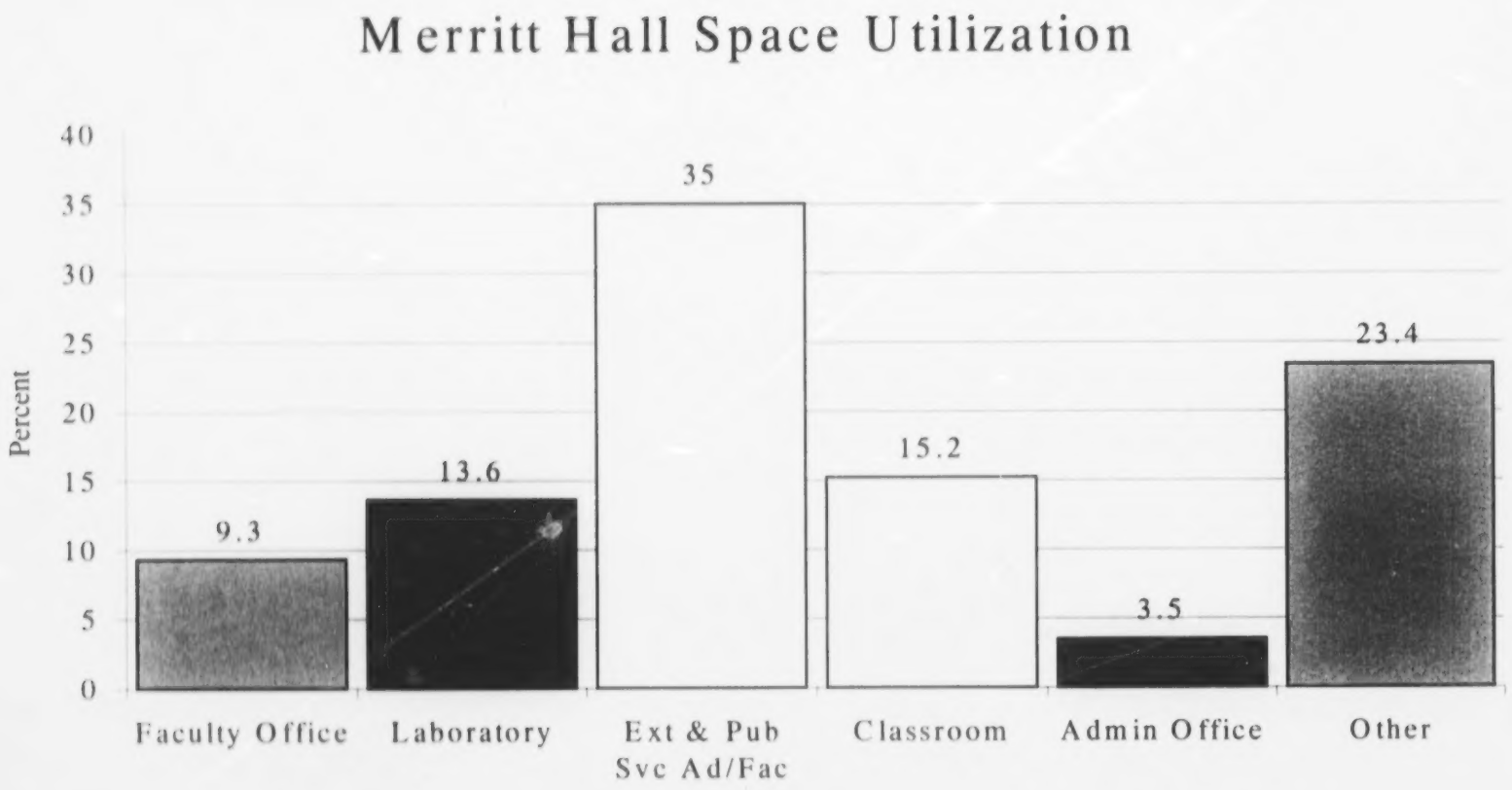
Merritt Hall Space Utilization



MISSION

CVCC is an accessible, comprehensive, public, two-year, higher education institution that is dedicated to

- Providing open, affordable, quality learning opportunities for personal growth and the acquisition of knowledge and skills necessary for productive and meaningful life,
- Providing general education, transfer, applied science, certificate and diploma programs,
- Determining and addressing the training needs of business, industry and government to benefit the service area,
- Supporting economic development through participation in regional organizations and training for new and/or expanding businesses.

GOALS

The following educational goals have been approved for the college:

- To offer Associate Degree programs to prepare individuals for occupational and technical careers.
- To offer Associate Degree programs to prepare individuals for transfer to baccalaureate degree

programs in four-year colleges.

- To offer diploma and certificate programs to prepare individuals for careers as skilled workers.
- To offer career preparation and workforce development/training through cooperative education, apprenticeships, and internships, as academic programs for credit.
- To offer developmental courses to prepare individuals for other instructional programs.
- To insure and extend access to educational programs, presented in a variety of instructional modes, to all who can benefit.
- To integrate current and new technologies into the design, development, and delivery of support services and academic programs.
- To provide workforce development training for the employees of existing, new, and relocating businesses and industries in Region 2000 in order to further economic development and assist these businesses in maintaining a competitive advantage.
- To participate in economic development organizations in Region 2000.
- To offer community services in addition to other College programs to provide economic, cultural, and

educational opportunities. Such programs may include credit and non-credit courses, seminars and workshops.

- To provide opportunities for qualified high school students to obtain college credit through dual enrollment and tech prep agreements between public schools and the College.

- To provide faculty and staff development to insure quality instructional, student, and administrative services to meet the needs of a diverse student population.

- To expand financial resources to meet the College's educational mission.

- To provide academic and administrative support services to assure that the educational mission of the College is fulfilled.

- To offer student services, i.e., counseling, student records, admissions, financial aid, student activities, career planning, and job information to assist students in their personal and academic development.

- To offer alternative learning opportunities through distance learning programs and courses.

- To assess and evaluate systematically the College's effectiveness in accomplishing the preceding goals and to apply the results of such evaluation for the improvement of the College's programs and services.

(Source: Revised by Planning Council during fall semester 1998 and in February 1999.)

VALUES

The college values the following conditions and activities:

- The college values learning and provides occupational education which prepares the graduate to work at levels expected by the community; provides academic programs which prepare students to succeed in upper division learning; provides educational opportunities for personal development; allocates resources for teaching and learning; employs qualified persons to facilitate learning; encourages the free interchange of ideas; provides and encourages life-long learning; and encourages active participation in educational opportunities.

- The college values access to educational opportunities and promotes its educational services; advocates keeping educational expenses affordable for our citizens; provides active recruitment and retention programs for students; provides equal opportunity in education and employment; structures the admission process to encourage enrollment; provides developmental courses when needed to qualify for entrance into programs; and encourages the development of programs with secondary and post-secondary institutions.

- The college values diversity and provides comprehensive educational programs; promotes understanding of cultural diversity; respects individuals from a variety of cultural backgrounds; teaches students about the cultural, economic, political, and social environments in which they live; respects

and responds to students' different learning styles; respects and accepts different teaching styles; and recognizes the importance of prior learning and experiences.

- The college values excellence in performance and establishes criteria of performance; expects students, faculty, and staff to meet defined criteria; assesses performance; recognizes outstanding performance; encourages persons to serve as positive role models; promotes initiative, innovation, and accountability; promotes professional development of faculty and staff; encourages persons to be aware of relevant current research and assesses programs effectiveness.

- The college values a supportive environment and establishes a safe, attractive, and functional environment; provides assistance in meeting standards; promotes positive attitudes conducive to teaching and learning; provides advisement and counseling to support the needs of students; provides a variety of scholarships and financial and extracurricular activities; and encourages a caring attitude among students, faculty, and staff.

- The college values democratic decision making and establishes and maintains a governance structure for shared decision making; expects ethical decision making; stresses honesty and integrity; establishes and maintains an effective communication structure; communicates accurately and promptly; and invites ideas and suggestions from all citizens of our service area.

- The college values community service and cooperates with other educational organizations; sponsors activities which enrich the community; plans educational programs with business, industry, and gov-

ernment; assesses the community's learning needs; addresses the educational needs of the community; responds to the changing needs of the community; and anticipates the future needs of the community. (Source: *1998-00 Catalog and Student Handbook*)

PERCENTAGE REVENUES

For the six-year period 1994-98, the three most important sources of college revenues have been the general fund, tuition, and grants. Together, they consistently account for approximately 98 percent of all college revenues. Between 1994 and 1998, the college s total revenues increased 7.5 percent.

	1994	*1995*	*1996*	*1997*	*1998*
General Fund	56.3	58.1	58.1	57.3	57.9
Tuition	30.6	29.3	29.9	30.7	30.1
Grants	11.2	10.5	9.9	9.9	9.9
Local	0.0	0.0	0.0	0.0	0.0
Other	1.8	2.1	2.0	2.1	2.1
Total	100.0	100.0	100.0	100.0	100.0
N	10,473,414	10,540,485	10,945,536	10,634,136	11,324,830

(Source: Dean of Financial and Administrative Services)

PERCENTAGE EXPENDITURES

For the period 1994-1998, the single largest category of expenditures has remained instruction, accounting for slightly less than half of all expenditures. The combined categories of instruction, academic support, student services, and institutional support consistently account for over 80 percent of total expenditures. Between 1994 and 1998, total college expenditures increased 7.7 percent.

	1994	*1995*	*1996*	*1997*	*1998*
Instruction	48.5	48.8	46.2	49.4	49.5
Public Service	1.2	0.7	1.4	.7	.9
Academic Support	10.7	10.9	10.6	10.6	10.2
Student Services	6.8	6.8	7.5	6.8	7.0
Institutional Support	15.9	16.9	16.4	16.9	16.2
Plant Operations	7.4	6.4	7.7	6.1	6.8
Scholarships	9.5	9.4	10.2	9.5	9.4
Total	100.0	100.0	100.0	100.0	100.0
N	10,256,850	10,420,576	10,733,293	10,769,521	11,114,892

(Source: Dean of Financial and Administrative Services)

CVCC EDUCATIONAL FOUNDATION ENDOWMENT

Holdings in the CVCC Educational Foundation endowment increased 28 percent between 1994 and 1998.

1994	*1995*	*1996*	*1997*	*1998*
1,260,000	1,150,000	1,280,000	1,534,870	1,751,345

(Source: Dean of Financial and Administrative Services)

CVCC EDUCATIONAL FOUNDATION, INC. BOARD OF DIRECTORS

The CVCC Educational Foundation was founded to provide resources to strengthen, develop, and enlarge the college and its programs, support current or new college activities and undertakings, purchase educational materials and equipment, provide educational loans, grants, or scholarships, and contribute to all proper projects, functions and services carried out by or sponsored by the college. The Board of Directors manages the Foundation's resources and disburses them to the college.

The board members for the 1999-00 year are:

Member	*Term Expires*
Robert L. Bashore	12-31-99
Andrew W. Bowling	12-31-99
Michael V. Bradford	12-31-00
Robert E. Clarke	12-31-00
Gilliam W. Cobbs	12-31-00
Bruce E. Cowan	12-31-01
C. Edward Davis, Jr	12-31-01
George W. Dawson	12-31-01
Ronald V. Dolan	12-31-00
W. Calvin Falwell	12-31-99
George R. Fath	12-31-00

Member	*Term Expires*
Garry L. Friend	12/31/01
Terry N. Garner	12-31-00
Michael A. Giles	12-31-01
Philip C. Jamerson	12-31-99
John A. Mastroianni, Vice President	12-31-00
James P. McCormick, President	12-31-01
John K. Poole, Treasurer	no term expiration
Amy G. Ray	12-31-99
Mitchell D. Reaves	12-31-00
Juanita D. Robinson	12-31-00
Rosel H. Schewel	12-31-00
James V. Shircliff	12-31-00
Darrel W. Staat, Secretary	no term expiration
Donald M. Sutton, Jr., Executive Director (ex officio)	no term expiration
Walker P. Sydnor, Jr	12-31-99
L. Preston Wade	12-31-99
Richard B. Worthington, II	12-31-00
Clifton L. Barbieri	Director Emeritus

(Source: Office of the Director of Institutional Advancement)

CVCC EDUCATIONAL FOUNDATION SCHOLARSHIPS

A common goal of the CVCC Educational Foundation, and businesses and civic organizations which sponsor scholarships through the Foundation, is to enable the college to remain affordable to the students it serves in Central Virginia. Providing scholarship assistance to students for their first two years at CVCC often allows them to complete their last two years of college at a four-year institution at an affordable cost.

Scholarship	*Who May Apply*	*Amount*	*Additional Information*
CVCC Alumni Association	Applicant must have a parent who is an alumnus and who has fulfilled eligibility requirements and plans to enter CVCC as a full-time student.	Full tuition Two scholarships available.	Applicant must plan to enter CVCC as a full-time student. Applications must be received by May 29 proceeding the academic year of enrollment. Applicant must interview with a scholarship committee.
CVCC Academic Merit	High school honor graduates within CVCC's service area. One given for each high school.	Full tuition.	Selection based on high school academic achievement. Applications must be received by 3/31 of year preceding the academic year of enrollment.

Scholarship	*Who May Apply*	*Amount*	*Additional Information*
Carson/ Drinkard	Full-time sophomore in the Commercial Art curriculum.	Up to $200.	Applicant must maintain a 3.0 GPA in freshman-level Commercial Art courses and a 2.5 GPA in all course work.
Craddock-Terry	Full-time demonstrated need.	Three $500 scholarships	2.5 high school GPA.
R.R. Donnelley Technical	Must be an entering freshman student enrolling full-time in an industrial-related curriculum.	$1,500	Applicant must be a high school applicant from Central Virginia with a 2.5 high school GPA.
Ericsson	Electronics or Engineering Technology full-time freshmen.	Variable	2.5 high school GPA.
G.E. Financial Assurance	Must be a full-time sophomore enrolled in the IST degree program.	Two $1,500 scholarships	Recipient must maintain a 2.5 cumulative GPA. Entering freshmen and sophomores may apply.

Scholarship	*Who May Apply*	*Amount*	*Additional Information*
John E. Freese	Full-time sophomore in the Administration of Justice curriculum.	Up to 300.	Applicant must have maintained a 3.0 GPA in freshman-level Administration of Justice courses and a minimum 2.5 GPA overall.
Grayson Wireless Technical	Must be an entering freshman student enrolling full-time in the Electronic Technology or Engineering Technology Program.	Two $1,500 scholarships	Applicant must be a high school graduate from Central Virginia with a 2.5 cumulative high school GPA.
Habitat for Humanity	Owners of Habitat for Humanity homes or their children.	Variable.	Must interview with a scholarship commit-tee. Recipients must contribute 40 hours per semester to Habitat for Humanity projects.
Intermet Em-ployee Retraining	Employees of Intermet Foundry.	Variable.	Applicant must be an Intermet Employee who was involved in the 1993 spring restructuring plan.

Scholarship	*Who May Apply*	*Amount*	*Additional Information*
Beverly W. and Hampton O. Powell Foundation	Residents of Altavista and Lynch Station.	Amounts vary based on need.	2.5 high school GPA. Traditional and non-traditional students.
Radiologic Technology	Any full-time Radiologic technology student.	Full tuition renewable.	Demonstrate Financial need.
Alvin W. Singleton	Intermet Foundry employees and their children.	Full/partial tuition	Enrollment as a full-time student (12 credit hours) would receive preference over a part-time student.
Wachovia Bank	Freshmen in two-year degree programs.	Two $1,600 scholarships	2.5 high school GPA.
Weyerhaeuser Company Foundation	Any student in General Engineering Technology, Machine Tool, Accounting, or Computer Information System	Two $500 scholarships annually.	Student must be in industrial related curriculums, must demonstrate financial need, and must be in good academic standing.

(Source: Office of the Director of Institutional Advancement)

CVCC ALUMNI & FRIENDS ASSOCIATION

- To facilitate communication and promote fellowship between alumni, students, faculty, and administrative personnel;

- To provide a dynamic and viable vehicle for promoting programs conducive to constant improvement of the college and enrichment of its students.

- To encourage a long enduring allegiance to the college in return for the beneficial impact it has had on our lives.

CVCC ALUMNI & FRIENDS BOARD MEMBERS

The board members for the 1998-99 year are:

Members	*Membership Status*
Kervinie Alexander	Permanent
Linda and Barry Bosiger	Permanent
Vickie Budge	Permanent
Tinker Burkhardt	Permanent
Frances Chambers	Permanent

Members	*Membership Status*
Remonia Davis	Permanent
Judy Graves	Permanent
Richard McGann	Permanent
Della Marinak	Permanent
James M. Martin	Permanent
Debbie Marshall	Permanent
Muriel Mickles	Permanent
Julie A. Rountrey, Vice-President	Permanent
Darrell Ruror	Permanent
Shirley Schmitt	Permanent
Vickie Smith	Permanent
Michelle Soverns	Permanent
Don W. Tosi, President	Permanent
Chris Townes	Permanent
Vickie Walker	Permanent
Faye N. Whaley, Secretary	Permanent
Cloyde Wiley	Permanent

(Source: Office of the Director of Institutional Advancement)

PART 2: EMPLOYEES

PERCENTAGE SPRING 1999 EMPLOYEES BY SEX

Most support staff are female and most administrators, full-time teaching faculty, and part-time teaching faculty are male.

	Support Staff	*Adminis-trators*	*F-T Teaching Faculty*	*P-T Teaching Faculty*
Male	29.4	72.2	59.3	61.1
Female	70.6	27.8	40.7	38.9
Total	100.0	100.0	100.0	100.0
N	51	18	59	113

(Source: Human Resources)

PERCENTAGE SPRING 1999 EMPLOYEES BY ETHNICITY

Most employees are white. The highest percentage of non-whites is found among the support staff, the lowest percentage is found among administrators, part-time faculty, and full-time faculty.

	Support Staff	*Admin-istrators*	*F-T Teach-ing Faculty*	*P-T Teach-ing Faculty*	*Total*
Asian	0.0	0.0	2.2	0.0	0.4
African-American	15.7	11.1	5.2	13.3	11.6
Hispanic	0.0	0.0	2.2	0.0	0.4
Native American	0.0	0.0	2.2	0.0	0.4
White	84.3	88.9	88.2	86.7	87.2
Total	100.0	100.0	100.0	100.0	100.0
N	51	18	59	113	241

(Source: Human Resources)

PERCENTAGE SPRING 1999 TEACHING FACULITY BY DEGREE AND RANK

The Master's is the highest degree attained by most assistant professors, associate professors, and part-time faculty. The highest degree attained by professors is the doctorate and the highest degree attained by instructors is the Bachelor's.

	Instructor	*Assistant Professor*	*Associate Professor*	*Professor*	*P-T Faculty*	*Total*
Exper. & H. School	0.0	0.0	0.0	0.0	4.4	2.9
Associate's	0.0	0.0	0.0	0.0	3.5	2.3
Bachelor's	100.0	16.7	13.8	0.0	19.5	17.5
Master's	0.0	83.3	82.8	31.3	60.2	62.2
Doctorate	0.0	0.0	3.4	68.7	12.4	15.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
N	2	12	29	16	113	172

(Source: Human Resources)

PERCENTAGE SPRING 1999 TEACHING FACULTY BY ETHNICITY AND RANK

Whites make up the highest percentage of all faculty ranks. The faculty rank with the highest percentage of non-whites is part-time faculty.

	Instructor	*Assistant Professor*	*Associate Professor*	*Professor*	*P-T Faculty*	*Total*
Asian	0.0	0.0	0.0	6.3	0.0	0.6
African-American	0.0	0.0	6.9	6.3	13.3	10.5
Hispanic	0.0	8.3	0.0	0.0	0.0	0.6
Native-American	0.0	0.0	3.5	0.0	0.0	0.6
White	100.0	91.7	89.6	87.5	86.7	87.8
Total	100.0	100.0	100.0	100.1	100.0	100.1
N	2	12	29	16	113	172

(Source: Human Resources)

PERCENTAGE SPRING 1999 TEACHING FACULTY BY SEX AND RANK

Most part-time faculty, associate professors, and full professors are male. Instructors and assistant professors are about half male and half female.

	Instructor	*Assistant Professor*	*Associate Professor*	*Professor*	*P-T Faculty*	*Total*
Male	50.0	50.0	55.2	75.0	56.6	57.6
Female	50.0	50.0	44.8	25.0	43.4	42.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
N	2	12	29	16	113	172

(Source: Human Resources)

PART 3: ENROLLED STUDENTS

ANNUAL UNDUPLICATED HEADCOUNT ENROLLMENT BY YEAR

The annual unduplicated headcount enrollment decreased by 3.5% between 1994 and 1998.

1994	*1995*	*1996*	*1997*	*1998*
6,186	6,034	5,826	6,169	5,967

(Source: Student Information Systems)

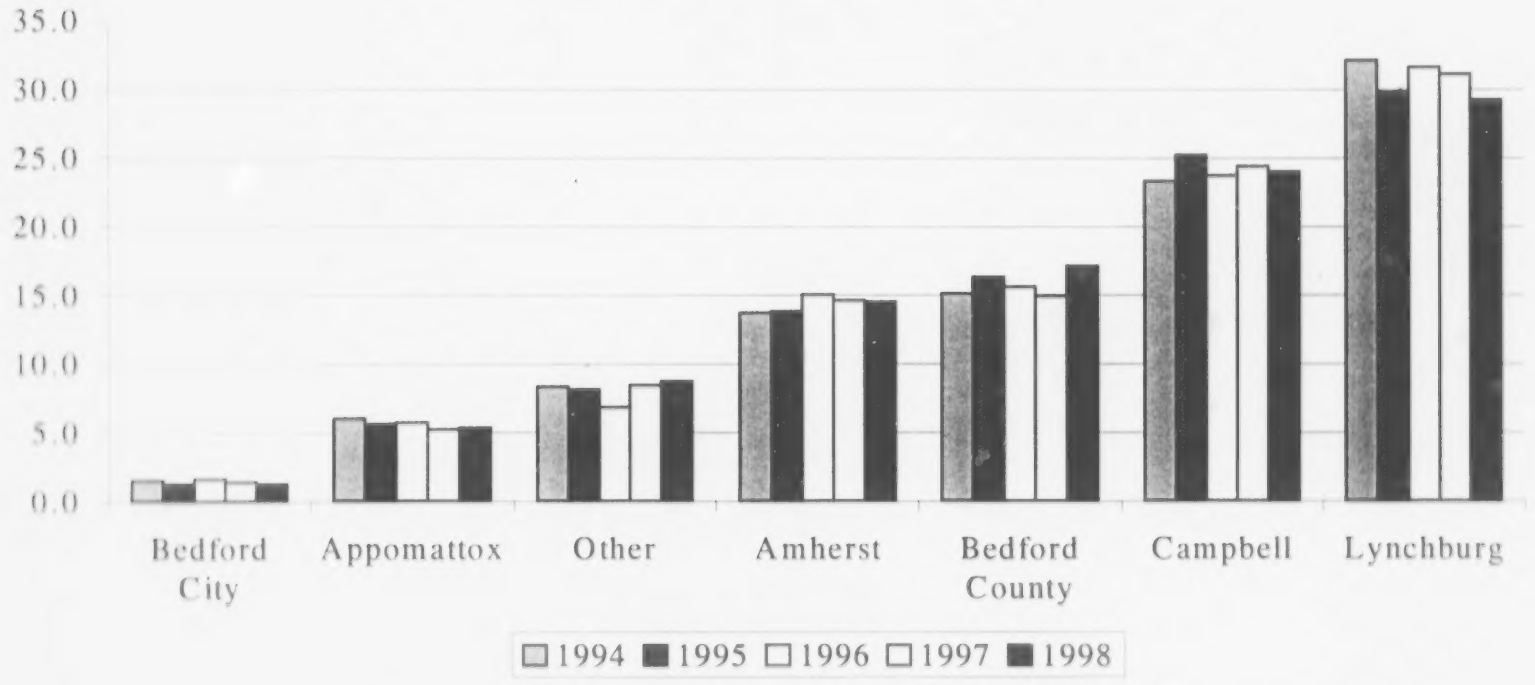
FALL HEADCOUNT ENROLLMENT BY PLACE OF DOMICILE, AGE, AND YEAR

Percent Fall Headcount Enrollment by Place of Domicile and Year

Place of domicile of fall headcount enrollment remained constant between 1994 and 1998. Most students lived in Lynchburg, followed by Campbell County. Bedford County is the third highest enrollment with Amherst a close fourth. The fifth highest enrollment was from place other than CVCC's service region. Appomattox County had the sixth highest enrollment. The smallest CVCC service region enrollment was

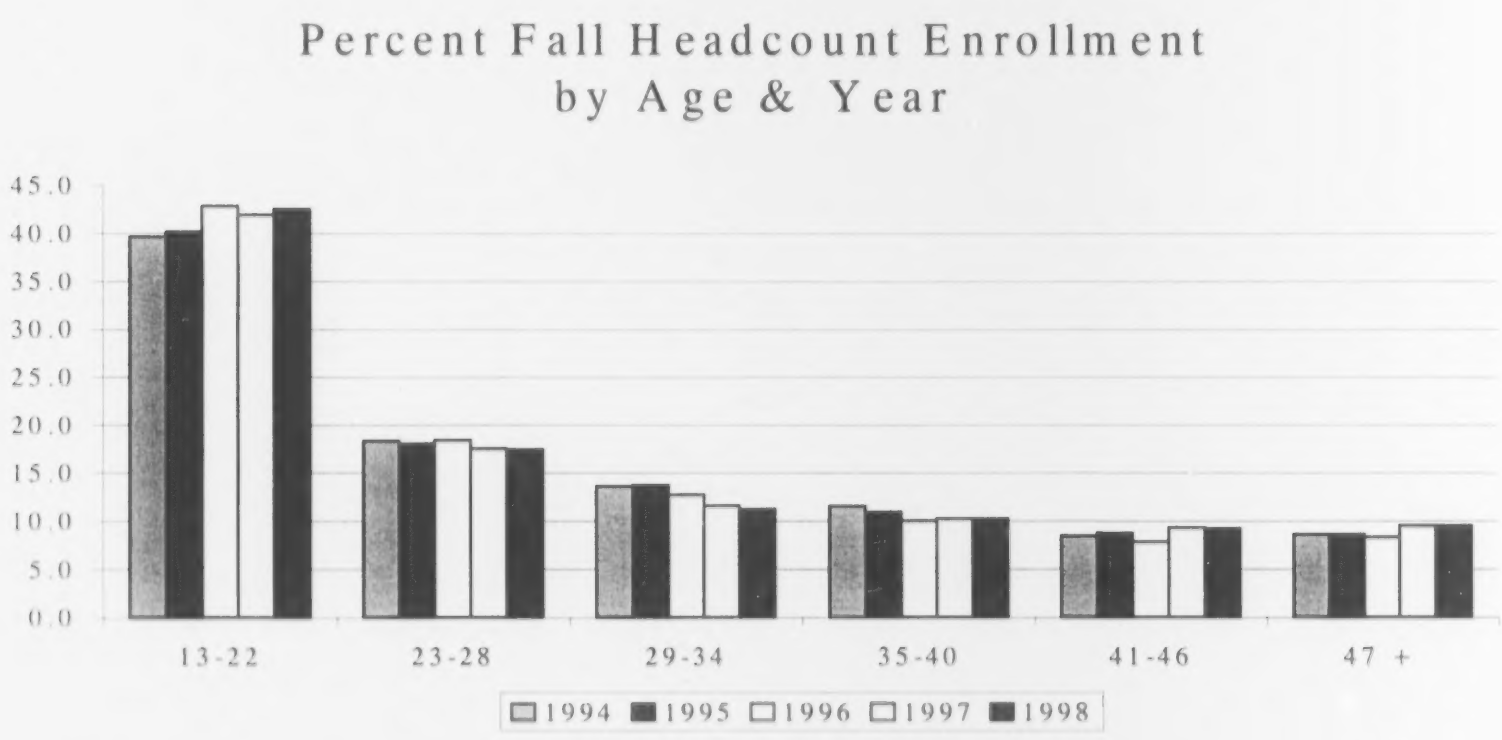
from Bedford City. (Source: Student Information System)

Percent Fall Headcount Enrollment by Place of Domicile and Year



Percent Headcount Enrollment by Age & Year

The percentage of students in each of the age categories has remained constant between 1994 and 1998. Sixty percent of students attending CVCC in 1998 are 28 years of age or younger. (Source: Student Information Systems)



PERCENTAGE FALL HEADCOUNT ENROLLMENT BY CURRICULUM AND YEAR

In 1995 the developmental curriculum was eliminated. Between 1995 and 1998, the percentage of occupational and college transfer students decreased, and the percentage of college unclassified students increased. Currently most students are unclassified. The second largest category of students is occupational, and the smallest group of students is in the transfer curriculum.

	1994	*1995**	*1996*	*1997*	*1998*
Developmental	16.4	0.0	0.0	0.0	0.0
Occupational	27.6	34.4	32.1	30.6	29.6
College Transfer	16.1	23.4	21.8	19.2	18.7
College Unclassified	40.0	42.2	46.1	50.2	51.7
Total	100.0	100.0	100.0	100.0	100.0
N	4,145	4,038	3,754	4,040	4,021

*Developmental data was eliminated as a data category.
(Source: Office of Admissions and Records)

PERCENTAGE FALL HEADCOUNT ENROLLMENT BY ETHNICITY AND YEAR

Between 1994 and 1998, the percentage of headcount whites decreased slightly, the percentage of African-Americans increased slightly, and the percentage of Native Americans, Asians, and Hispanics remained about the same. Currently, the largest ethnic category of students, slightly over four-fifths, is whites and the second largest category is African-Americans. Together they comprised approximately 97 percent of the headcount enrollment.

	1994	*1995*	*1996*	*1997*	*1998*
White	84.2	84.8	83.0	81.9	82.1
African-American	13.8	13.4	14.3	15.2	14.8
Native American	0.2	0.2	0.5	0.6	.6
Asian	0.8	0.9	1.1	1.1	1.1
Hispanic	0.4	0.3	0.6	0.6	.6
Other	0.5	0.3	0.4	0.6	.7
Total	100.0	100.0	100.0	100.0	99.9
N	4,145	4,038	3,754	4,040	4,021

(Source: Office of Admissions and Records)

PERCENTAGE FALL HEADCOUNT ENROLLMENT BY SEX AND YEAR

Between 1994 and 1998, males consistently comprised a slightly smaller percentage of the fall headcount enrollment than did females.

	1994	*1995*	*1996*	*1997*	*1998*
Male	45.5	43.8	43.6	43.6	43.3
Female	54.5	56.2	56.4	56.4	56.7
Total	100.0	100.0	100.0	100.0	100.0
N	4,145	4,038	3,754	4,040	4,021

(Source: Office of Admissions and Records)

PERCENTAGE FALL HEADCOUNT ENROLLMENT BY STATUS AND YEAR

Between 1994 and 1998, the percentage of first time headcount students increased slightly, the percentage of returning students decreased slightly, and the percentage of transfer students remained about the same. The largest category of students, two-thirds, is returning. The next largest category, approximately one-fourth, is first time, and the smallest category is transfer students.

	1994	*1995*	*1996*	*1997*	*1998*
First time	18.0	18.3	20.1	21.6	25.5
Returning	73.4	74.8	73.0	70.7	66.7
Transfer	8.6	6.9	7.0	7.7	7.8
Total	100.0	100.0	100.0	100.0	100.0
N	4,145	4,038	3,754	4,040	4,021

(Source: Office of Admissions and Records)

PERCENTAGE PART-TIME/FULL-TIME FALL HEADCOUNT ENROLLMENT BY YEAR

The percentages of full-time and part-time fall headcount students remained constant between 1994 and 1998. Part-time students are slightly more than three-fourths of the enrollment while full-time students comprise approximately slightly less than one-fourth.

	1994	*1995*	*1996*	*1997*	*1998*
Full-time	21.7	22.8	24.5	24.2	22.6
Part-time	78.3	77.2	75.5	75.8	77.4
Total	100.0	100.0	100.0	100.0	100.0
N	4,145	4,038	3,754	4,040	4,021

(Source: Office of Admissions and Records)

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PERCENTAGE DAY/EVENING FALL HEADCOUNT ENROLLMENT BY YEAR

Between 1994 and 1998, the percentage of day students increased slightly and the percentage of evening students decreased slightly.

	1994	*1995*	*1996*	*1997*	*1998*
Day	81.9	81.9	83.2	84.1	83.9
Evening	18.1	18.1	16.8	15.9	16.1
Total	100.0	100.0	100.0	100.0	100.0
N	4,145	4,038	3,754	4,040	4,021

(Source: Office of Admissions and Records)

PERCENTAGE PART-TIME/FULL-TIME FALL FULL-TIME EQUIVALENT STUDENTS (FTES) BY YEAR

Slightly less than half of the full-time equivalent students attending CVCC between 1994 and 1998 were full-time; correspondingly, slightly more than half were part-time.

	1994	*1995*	*1996*	*1997*	*1998*
Full-time	45.0	46.4	48.0	47.8	45.0
Part-time	55.0	53.6	52.0	52.2	55.0
Total	100.0	100.0	100.0	100.0	100.0
N	1,862	1,838	1,769	1,896	1,878

(Source: Office of Admissions and Records)

PERCENTAGE DAY/EVENING FALL FULL-TIME EQUIVALENT STUDENTS (FTES) BY YEAR

Between 1994 and 1998, the percentage of day full-time equivalent and evening full-time equivalent students remained the same. The largest category, approximately four-fifths, is day students.

	1994	*1995*	*1996*	*1997*	*1998*
Day	81.4	81.1	82.3	83.4	81.8
Evening	18.6	18.9	17.7	16.6	18.2
Total	100.0	100.0	100.0	100.0	100.0
N	1,862	1,838	1,769	1,896	1,869

(Source: Office of Admissions and Records)

PERCENTAGE FALL FTES ENROLLMENT IN ASSOCIATE IN ARTS & SCIENCES (AA&S) PROGRAMS BY YEAR

Between 1994 and 1998, the number of FTES students enrolled in fall Associate in Arts & Sciences programs decreased by 28 percent. Between 1994 and 1998, the percentage of AA&S students majoring in General Studies and Business Administration increased while the percentage of AA&S students majoring in Education and Science declined. During this same period, the percentage of AA&S students majoring in Liberal Arts remained constant.

AA&S Curriculum	*1994*	*1995*	*1996*	*1997*	*1998*
Business Administration	16.1	16.1	19.2	19.8	19.0
Education	13.2	15.0	12.4	13.3	9.1
General Studies	47.6	49.5	49.3	53.7	57.4
Liberal Arts	5.4	4.7	5.7	3.9	5.2
Science	15.5	14.1	13.2	9.4	9.3
Engineering	2.3	0.5	0.2	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0
N	727.3	628.1	548.9	518.7	509.3

(Source: Student Information System)

PERCENTAGE FALL FTES ENROLLMENT IN ASSOCIATE IN APPLIED SCIENCES (AAS) PROGRAMS BY YEAR

Between 1994 and 1998, the percentage of students enrolled in AAS programs decreased by 7.5 percent. Of those students in AAS programs, there were increasing percentages enrolled in Accounting, Engineering Technology, Information Systems Technology, and Marketing. During this same period, there were decreasing percentages of AAS students enrolled in Administration of Justice, Communication Design, Electronics Technology, Fire Science, Management, Medical Lab Technology, Microcomputer Office Automation, and Office Systems Technology. No changes took place in the percent of AAS students graduating in Banking & Finance, Early Childhood Development, and Radiologic Technology.

AAS Curriculum	*1994*	*1995*	*1996*	*1997*	*1998*
Accounting	6.2	6.9	7.2	6.3	8.6
Administration of Justice	10.1	9.2	8.6	6.9	7.6
Administration Support Technology	0.0	0.0	0.0	0.0	3.7
Banking & Finance	2.4	2.2	3.2	2.8	2.4
Communication Design	9.6	6.0	5.2	5.6	6.2
Information Systems Technology	6.4	10.9	11.4	11.8	16.2
Early Childhood Development	0.0	1.2	2.2	3.2	1.5

AAS Curriculum	*1994*	*1995*	*1996*	*1997*	*1998*
Electronics Technology	8.8	9.2	8.1	8.9	7.7
Engineering Technology	16.9	15.9	15.6	16.4	14.2
Fire Science	2.0	2.3	1.6	0.4	0.0
Management	11.5	9.3	9.0	10.0	10.1
Marketing	3.0	4.8	5.0	4.3	6.0
Medical Lab Technology	3.7	3.2	2.5	2.8	2.2
Microcomputer Office Automation	6.2	6.6	7.9	8.0	4.5
Office Systems Technology	8.0	7.3	7.6	7.5	3.9
Radiologic Technology	5.3	4.9	5.2	5.1	5.2
Total	100.0	100.0	100.0	100.0	100.0
N	443.9	470.6	443.2	464.7	410.6

(Source: Student Information System)

PERCENTAGE FALL FTES ENROLLMENT IN CERTIFICATE PROGRAMS BY YEAR

Between 1994 and 1998, there was an 11.2 percent decrease in the number of students enrolled in certificate programs. Of those students earning certificates, there were increasing percentages of students enrolled in the following programs: Career Studies Certificates, Human Services, and Industrial Electricity. During the same time period there were decreasing percentages of students enrolled in Machine Operations, Machine Shop, Microcomputer Office Automation, and Respiratory Therapy. No changes in enrollment occurred in Accounting, Child Care, and Legal Assistant. (Source: Student Information System)

Certificate Curriculum	*1994*	*1995*	*1996*	*1997*	*1998*
Accounting	2.9	2.8	2.8	2.0	2.9
Child Care	4.4	5.5	3.0	3.4	4.2
Career Studies Certificate	46.4	46.7	45.0	50.2	52.2
Human Services	2.6	4.2	4.3	3.7	3.3
Industrial Electricity	12.9	12.0	14.9	16.7	16.4
Legal Assistant	6.5	5.6	4.8	6.5	6.2
Machine Operations	5.9	5.9	5.4	3.2	2.8

Certificate Curriculum	*1994*	*1995*	*1996*	*1997*	*1998*
Machine Shop	4.6	3.4	6.2	4.3	2.4
Microcomputer Office Automation	4.2	5.3	1.6	1.1	1.6
Respiratory Therapy	9.5	8.6	12.1	8.9	8.1
Total	100.0	100.0	100.0	100.0	100.0
N	206.6	211.5	164.1	184.0	183.4

PERCENTAGE FALL FTES ENROLLMENT IN THE DIPLOMA PROGRAM BY YEAR

There was a 1.5 percent increase in the number of students enrolled in the diploma program between 1994 and 1998.

Diploma Curriculum	*1994*	*1995*	*1996*	1997	*1998*
Machine Tool	100.0	100.0	100.0	100.0	100.0
Total Diplomas	100.0	100.0	100.0	100.0	100.0
N	17.1	18.2	18.0	20.1	19.6

(Source: Student Information System)

PERCENTAGE FALL FTES NON-CURRICULUM ENROLLMENT BY YEAR

There was a 59.8 percent increase in the number of non-curricular FTE students enrolled between 1994 and 1998. Of those students with no curricula, there was an increase in the percent of students enrolled on-campus and a decrease in the percent of students enrolled in high school dual enrollment.

No Curriculum	*1994*	*1995*	*1996*	1997	*1998*
On-campus	71.7	73.8	76.7	79.2	79.1
Dual Enrollment	28.3	26.2	23.3	20.8	20.9
Total	100.0	100.0	100.0	100.0	100.0
N	464.24	506.3	592.1	704.3	741.6

(Source: Student Information System)

PERCENTAGE OF DIFFERENT KINDS OF FINANCIAL AID AWARDED BY YEAR

Between 1994 and 1998, most financial aid awarded was in the form of Pell grants. In 1995 the Federal Stafford Loan Program was discontinued at CVCC. Since then, Federal Pell Grants, the Virginia Student Financial Assistance Program and the Federal College Work Study Program comprised approximately nine-tenths of all of the financial aid awarded. (Source: Office of Financial Aid)

	1994	*1995*	*1996*	*1997*	*1998**
PELL	59.7	51.7	64.0	66.0	68.5
SEOG	4.7	4.0	4.1	4.3	4.0
FCWSP	6.1	5.8	7.6	7.0	7.1
CSAP	3.1	2.5	2.9	3.0	2.4
VSFAP	15.3	14.4	18.9	17.4	16.2
PTAP & LAST $	1.2	1.1	2.5	2.3	1.8
Stafford	9.9	20.4	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0
N	1,201,797	1,418,269	1,102,665	1,172,221	1,299,337

*Estimated

PERCENTAGE OF UNDUPLICATED HEADCOUNT STUDENTS WHO RECEIVED FINANCIAL AID BY YEAR

The percentage of unduplicated headcount students receiving financial aid increased slightly between 1993 and 1996: from 10.5 percent to 12.7 percent.

	1994	*1995*	*1996*	*1997*	*1998*
Undup. Headcount Students	6,186	6,034	5,826	6,169	5,967
# of Aid Recipients	751	754	740	821	n.a.
Percentage Receiving Aid	12.1	12.5	12.7	13.3	n.a.

(Source: Office of Financial Aid, Student Information Service)

PERCENTAGE OF FINANCIAL AID APPLICANTS WHO RECEIVED AID BY YEAR

The percentage of financial aid applicants receiving financial aid increased from 75.5 percent in 1993 to 93.8 percent in 1996.

	1994	*1995*	*1996*	*1997*	*1998*
# of Aid Applications	829	810	789	850	n.a.
# of Aid Recipients	751	754	740	821	n.a.
Percentage Receiving Aid	90.6	93.1	93.8	96.6	n.a.

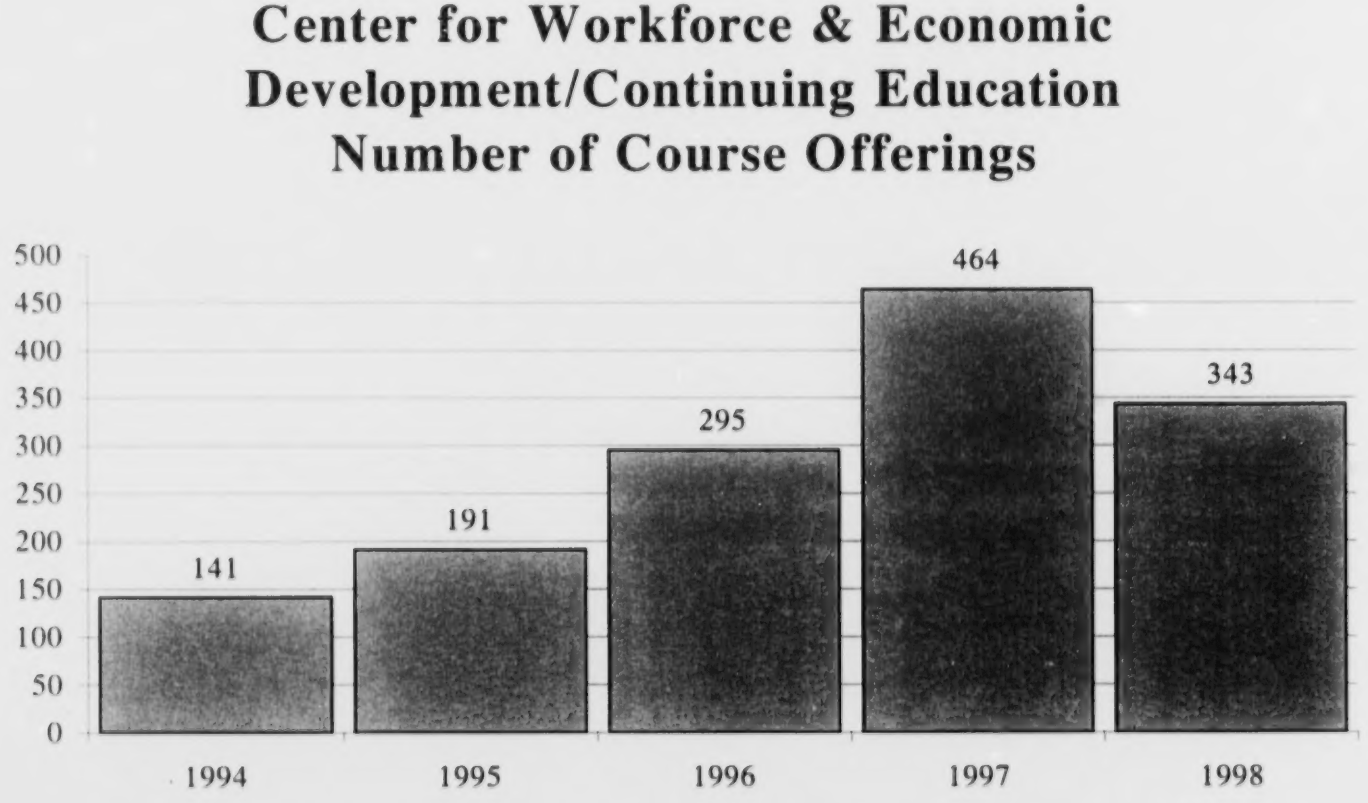
(Source: Office of Financial Aid)

PART 4: CENTER FOR WORKFORCE & ECONOMIC DEVELOPMENT/CONTINUING EDUCATION (CWED/CE) COURSE OFFERINGS, STUDENTS AND COMPANIES SERVED, AND REVENUES

(Source: CWED/CE)

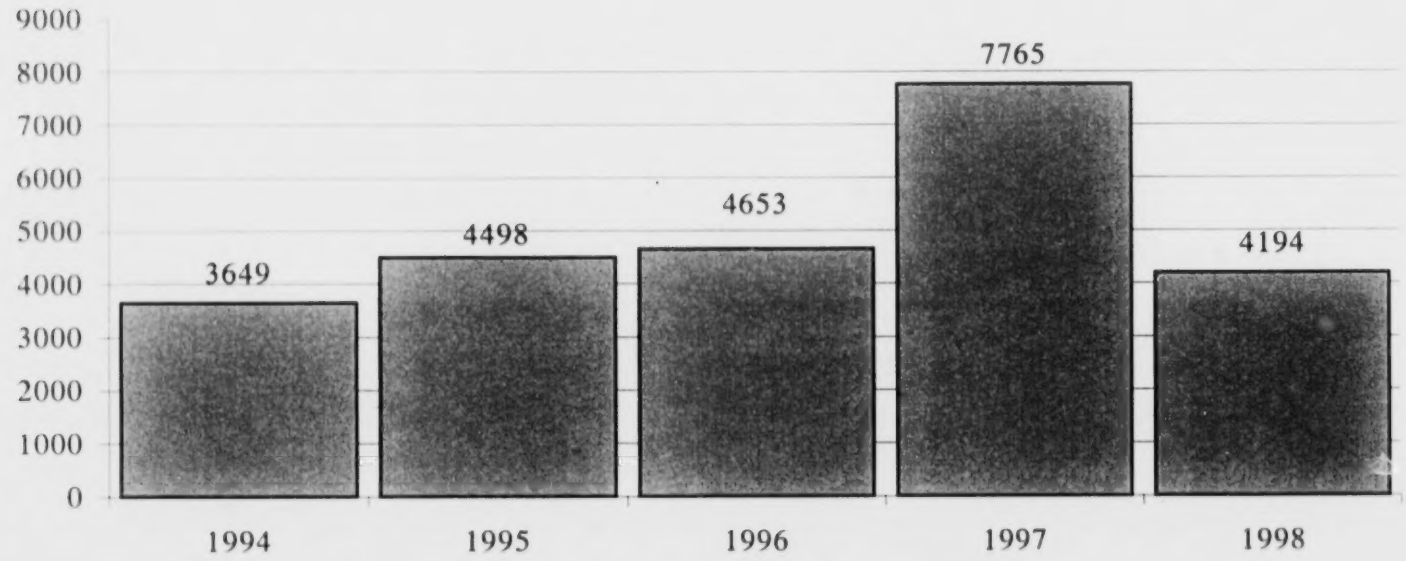
Center for Workforce & Economic Development/Continuing Education Number of Course Offerings

The number of CWED/CE course offerings increased 143 percent between 1994 and 1998.



Center for Workforce & Economic Development/Continuing Education Number of Students Served

During the period 1994-1998, the number of students served by CWED/CE increased by 15 percent.



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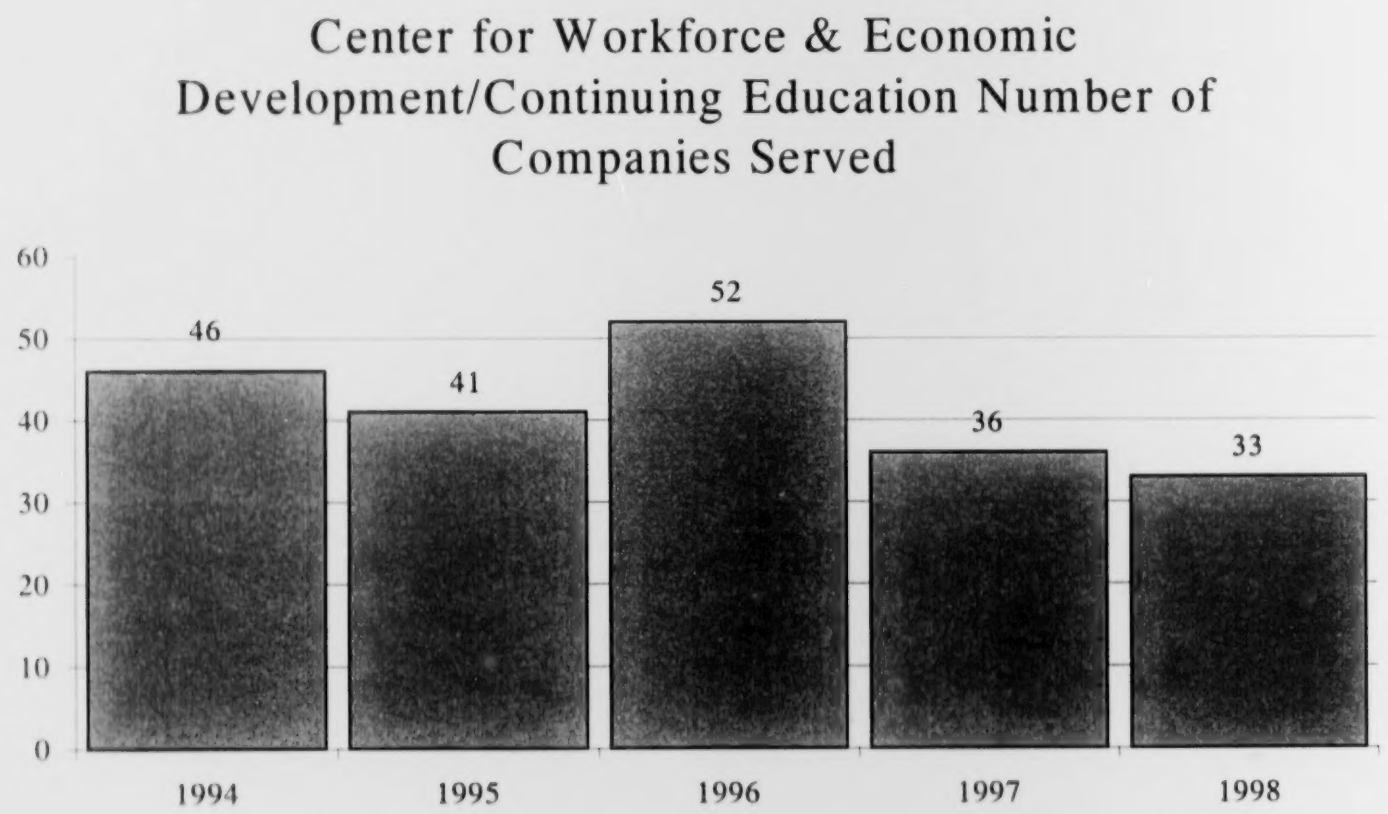
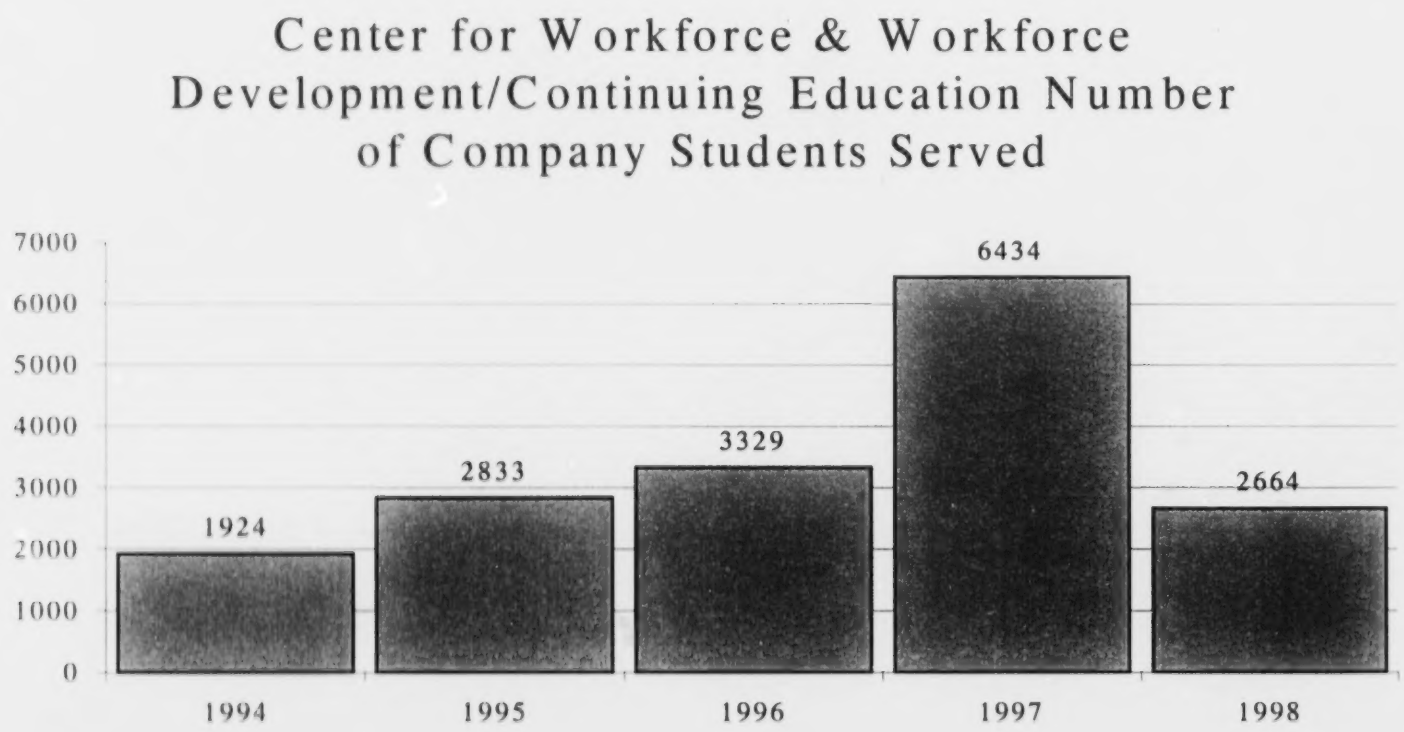
Center for Workforce & Economic Development/Continuing Education Number of Companies Served

Between 1994 and 1998, the number of companies served by CWED/CE decreased by 28 percent.



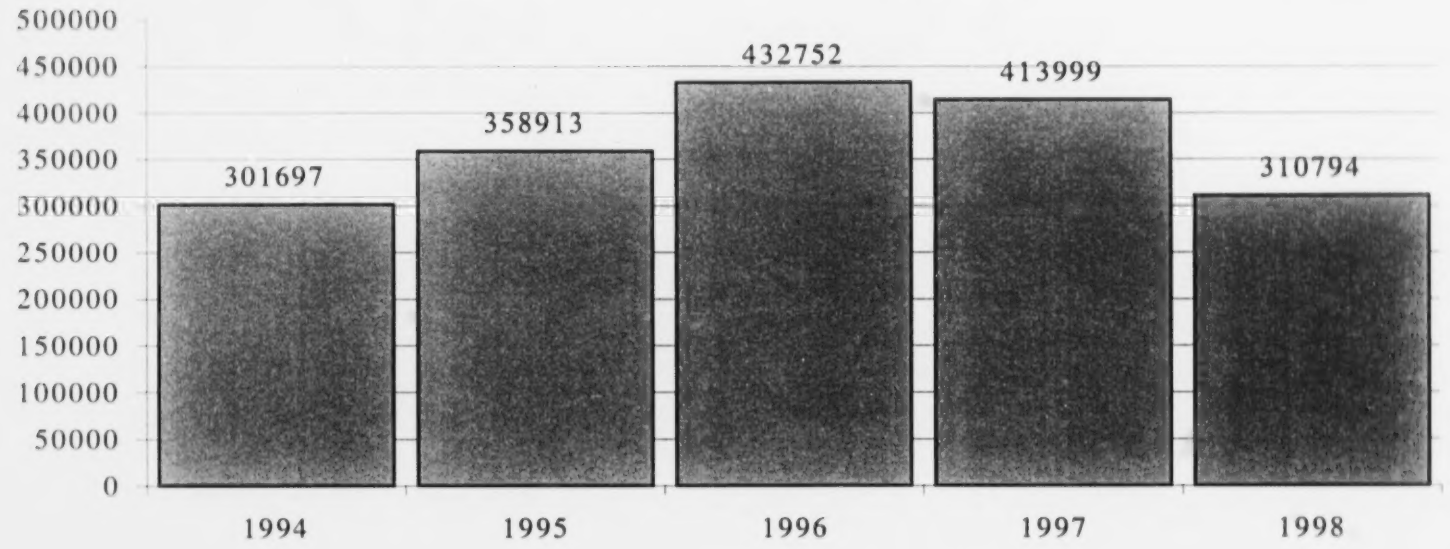
Center for Workforce & Economic Development/Continuing Education Number of Company Students Served

Between 1994 and 1998, the number of company students served by CWED/CE increased by 38 percent.



Center for Workforce & Economic Development/Continuing Education Revenues Generated

The revenues generated by CWED/CE increased by 3 percent between 1994 and 1998.



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PART 5: CENTRAL VIRGINIA COMMUNITY COLLEGE GRADUATES

PERCENTAGE ASSOCIATE IN ARTS (AA&S) GRADUATION BY YEAR

Between 1994 and 1998, the percentage of students graduating with AA&S degrees in General Studies increased while the percentage of students graduating in Business Administration, Education, and Science declined. During this same period, the percentage of students graduating in Liberal Arts remained constant.

AA&S Curriculum	*1994*	*1995*	*1996*	*1997*	*1998*
Business Administration	30.6	24.1	13.4	17.5	19.5
Education	17.4	17.0	26.1	19.3	15.3
General Studies	28.1	36.6	44.5	47.4	52.5
Liberal Arts	2.5	0.9	1.7	0.0	2.5
Science	21.5	21.4	14.3	15.8	10.2
Total	100.0	100.0	100.0	100.0	100.0
N	121	112	119	114	118

(Source: Office of Admissions and Records)

PERCENTAGE ASSOCIATE IN APPLIED SCIENCES (AAS) GRADUATION BY YEAR

Between 1994 and 1998, there were increasing percentages of AAS students graduating in the following curricula: Accounting, Computer Information Systems, Communication Design, Electronics Technology, and Radiologic Technology. During this same period, there were decreasing percentages of AAS students graduating in Administration of Justice, Engineering Technology, Management, Medical Lab Technology, Microcomputer Office Automation, and Office Systems Technology. No changes took place in the percent of AAS students graduating in Banking & Finance.

AAS Curriculum	*1994*	*1995*	*1996*	*1997*	*1998*
Accounting	4.1	5.0	6.4	7.1	6.7
Administration of Justice	10.9	8.3	10.4	7.8	5.8
Banking & Finance	2.7	2.5	1.6	3.5	2.6
Communication Design	4.1	8.3	4.0	4.3	6.7
Information Systems Technology	2.7	2.5	10.4	7.8	7.5
Early Childhood Development	0.0	0.0	0.0	0.0	2.6
Electronics Technology	5.4	7.4	8.8	6.4	8.3
Engineering Technology	13.6	15.7	4.0	6.4	8.3

AAS Curriculum	*1994*	*1995*	*1996*	*1997*	*1998*
Fire Science	0.0	0.8	7.2	7.1	7.5
Management	16.3	16.5	11.2	9.9	8.3
Marketing	2.7	0.0	2.4	5.7	5.8
Medical Lab Technology	6.8	8.3	5.6	5.0	3.3
Medical Record Technology	0.0	0.0	0.0	0.0	0.0
Microcomputer Office Automation	9.5	3.3	6.4	9.9	8.3
Office Systems Technology	9.5	9.9	8.8	9.2	5.8
Radiologic Technology	11.6	11.6	12.8	9.9	12.5
Total	100.0	100.0	100.0	100.0	100.0
N	147	121	125	141	120

(Source: Office of Admissions and Records)

PERCENTAGE YEARLY CERTIFICATE GRADUATION BY YEAR

Between 1994 and 1998, there were increasing percentages of students graduating in the following certificate programs: Accounting, Child Care, Human Services, Industrial Technology, and Respiratory Therapy. During this same period, there were decreasing percentages of students graduating in Legal

Assistant, Machine Operations, and Machine Shop; and no changes in graduation rates for Microcomputer Office Automation.

Certificate Curriculum	*1994*	*1995*	*1996*	*1997*	*1998*
Accounting	10.2	18.6	14.5	14.3	10.6
Automotive Diagnosis & Repair	1.7	0.0	0.0	0.0	0.0
Child Care	8.5	8.5	6.6	5.4	0.0
Human Services	0.0	1.7	5.3	5.4	2.1
Industrial Technology	10.2	16.9	11.8	16.1	12.8
Legal Assistant	16.9	10.2	11.8	5.4	17.0
Machine Operations	5.1	8.5	10.5	7.1	2.1
Machine Shop	10.2	1.7	9.2	8.9	19.1
Microcomputer Office Automation	10.2	11.9	11.8	10.7	10.6
Respiratory Therapy	27.1	22.0	18.4	26.7	25.5
Total	100.0	100.0	100.0	100.0	100.0
N	59	59	76	56	47

(Source: Office of Admissions and Records)

PERCENTAGE CAREER STUDIES CERTIFICATE GRADUATION BY YEAR

Student percentages graduating in Computer Numerical Control and Heating, Ventilation, & Air Conditioning increased between 1994 and 1998. Percentage of students graduating in Computer Concepts, Business Supervision, Engineering Graphics, General Clerical, Health Care Preparation, Photography, Quality Control, Teacher Aide, Water and Waste Water, and Welding decreased during this same time period.

Career Studies Certificate Curriculum	*1994*	*1995*	*1996*	*1997*	*1998*
Business Supervision	18.2	15.5	6.5	8.8	9.8
Child Care Management	0.0	1.4	0.0	0.0	1.2
Child Development	3.0	4.2	8.6	8.8	2.4
Computer Concepts	7.6	2.8	6.5	7.4	6.1
Computer Numerical Control	7.6	1.4	4.3	8.8	19.5
Cosmetology Theory	0.0	0.0	3.2	14.7	9.8
Educational Interpreting	0.0	0.0	0.0	0.0	3.7
Engineering Graphics	9.1	7.0	8.6	1.5	3.7
Furniture Manufacturing	0.0	0.0	0.0	0.0	1.2
General Clerical	9.1	8.5	9.7	0.0	4.9

Career Studies Certificate Curriculum	*1994*	*1995*	*1996*	*1997*	*1998*
Health Care Preparation	12.1	33.8	9.7	23.5	9.8
Heating, Ventilation, Air Conditioning	6.1	2.8	16.1	4.4	11.0
Industrial Maintenance	0.0	0.0	0.0	0.0	1.2
Nurse Aide	0.0	0.0	8.6	1.5	0.0
Photography	6.1	4.2	6.5	2.9	0.0
Plumbing	0.0	1.4	1.1	1.5	1.2
Purchasing	0.0	1.4	1.1	1.5	6.1
Quality Control	4.5	1.4	1.1	5.8	2.4
Teacher Aide	10.6	7.0	1.1	5.8	2.4
Water and Waste Water	3.0	0.0	1.1	1.5	2.4
Welding	3.0	7.0	6.5	1.5	1.2
Total	100.0	100.0	100.0	99.9	100.0
N	66	71	93	68	82

(Source: Office of Admissions and Records)

PERCENTAGE DIPLOMA GRADUATION BY YEAR

Diploma Curriculum	*1994*	*1995*	*1996*	1997	*1998*
Machine Tool	100.0	100.0	100.0	100.0	100.0
Total Diplomas	100.0	100.0	100.0	100.0	100.0
N	6	1	7	4	7

(Source: Office of Admissions and Records)

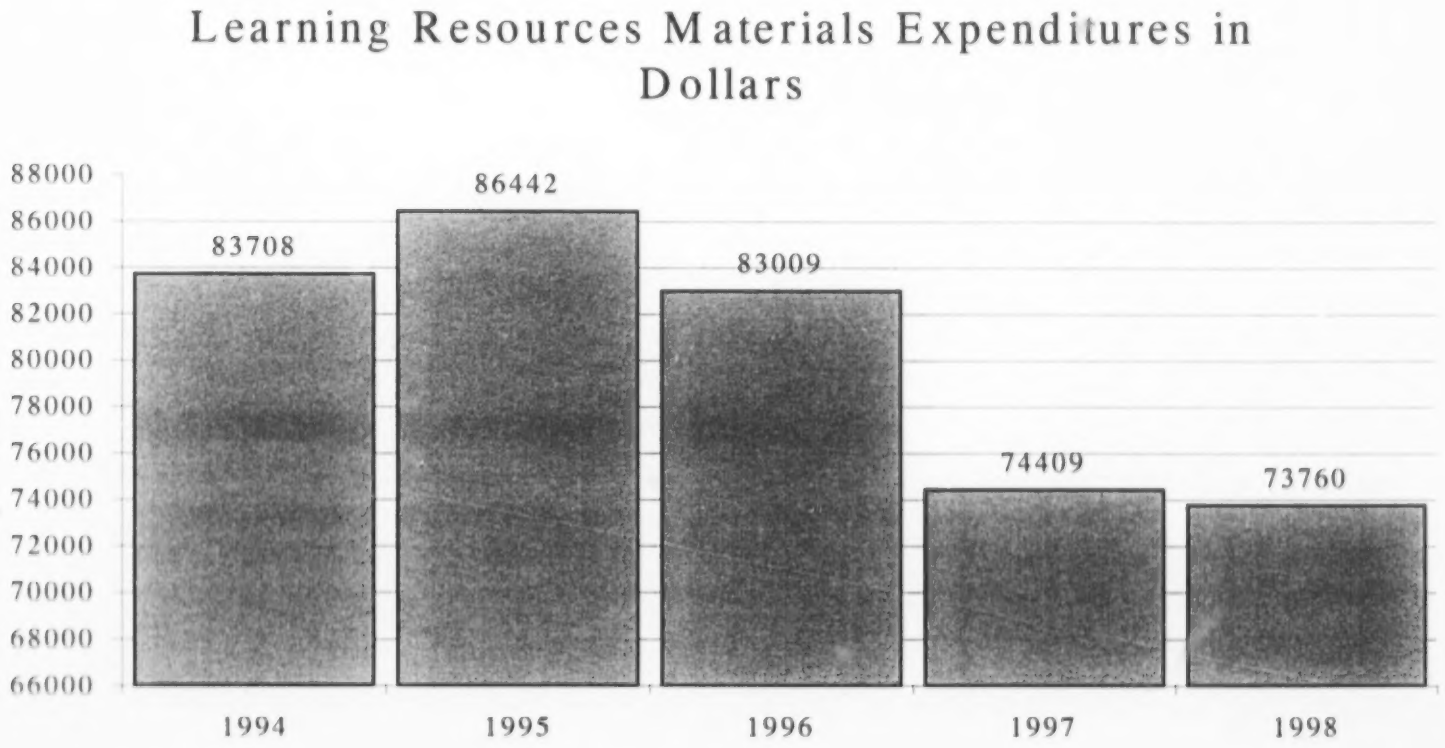
PART 6: CENTRAL VIRGINIA COMMUNITY COLLEGE LEARNING SUPPORT

LIBRARY AND LEARNING RESOURCES EXPENDITURES, HOLDINGS, UTILIZATION, AND ACTIVITIES BY YEAR

(Source: Library/Learning Resources)

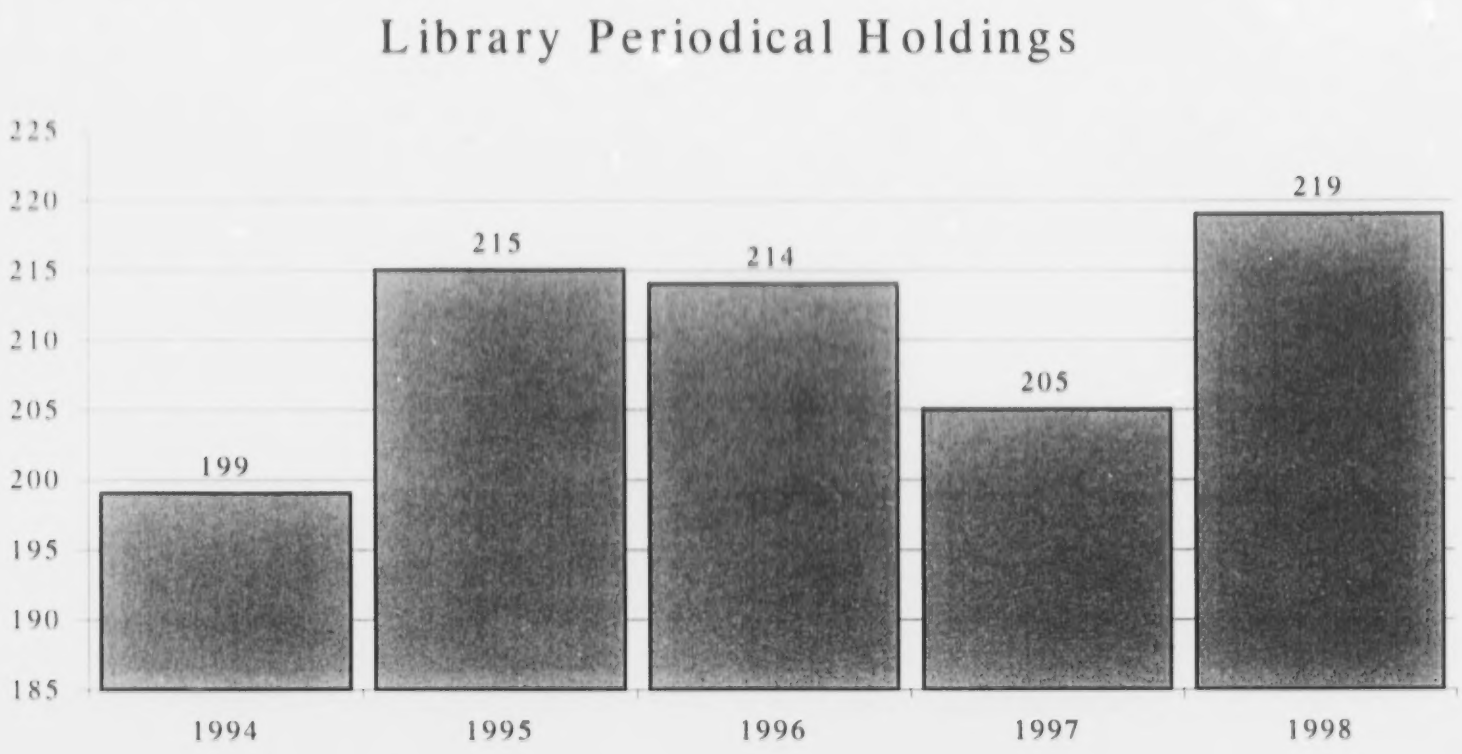
Learning Resources Materials Expenditures in Dollars

During the period 1994-98, learning resources materials expenditures decreased 12 percent.



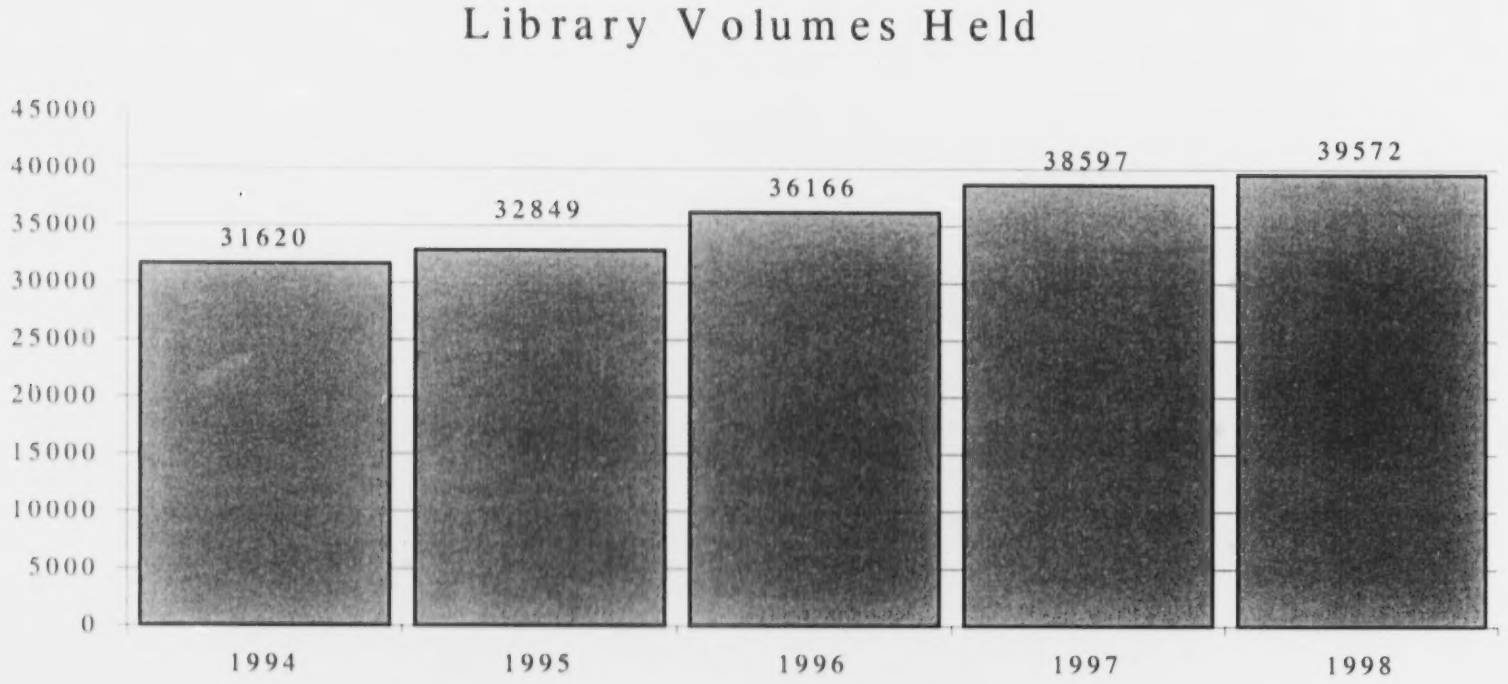
Library Periodical Holdings

Between 1994 and 1998, library periodical holdings increased by 10 percent.



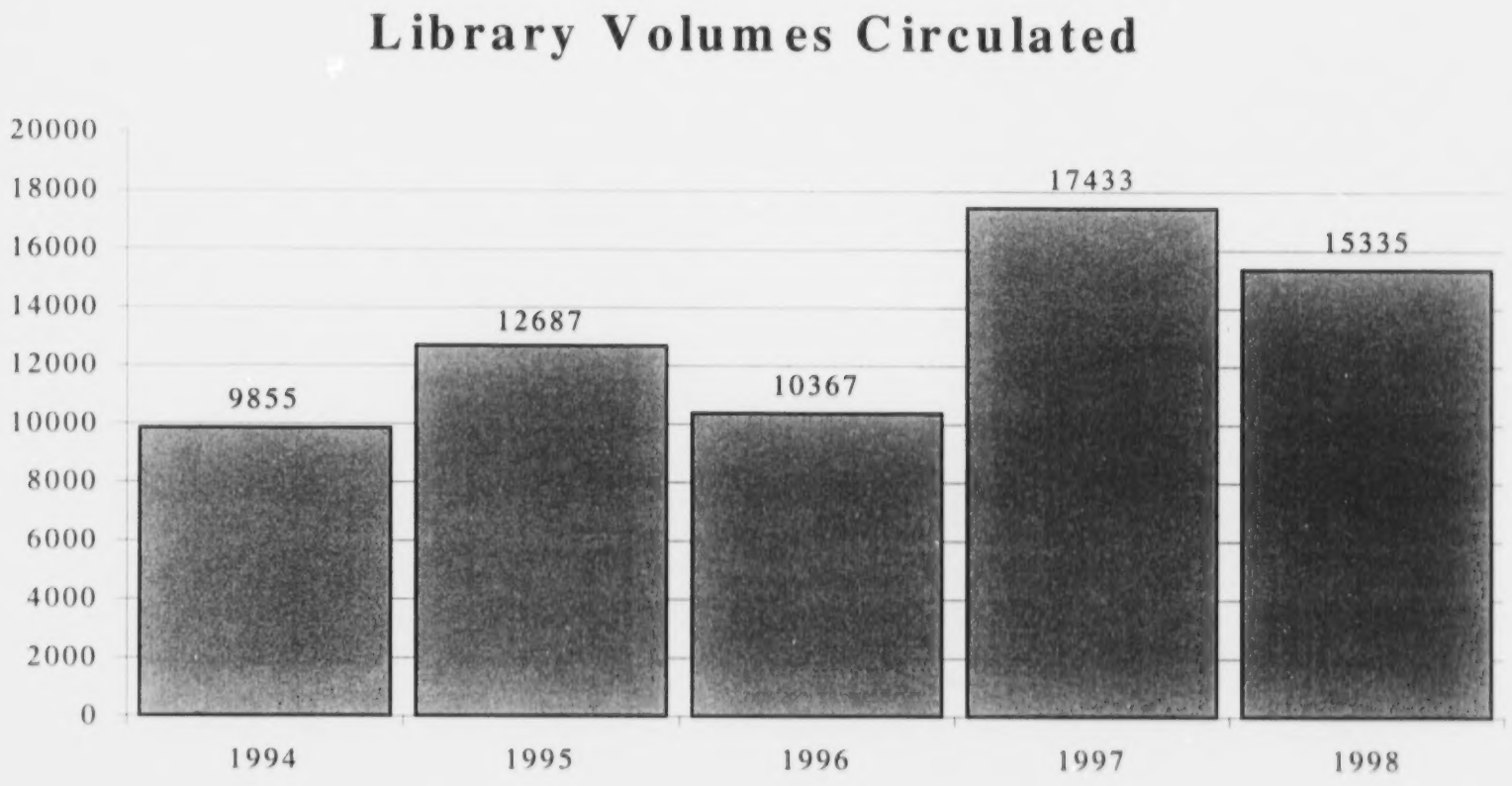
Library Volumes Held

Between 1994 and 1998, library volume holdings increased 25 percent.



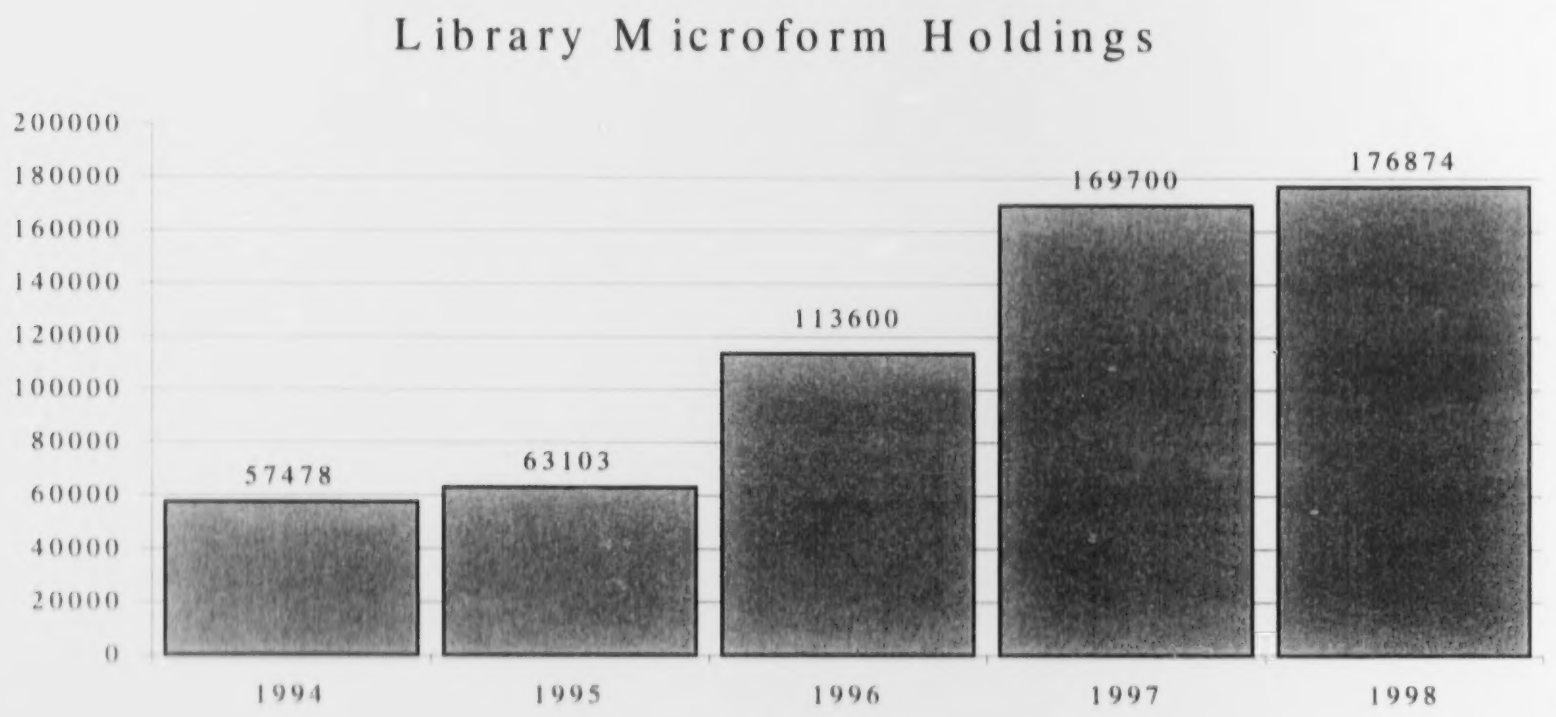
Library Volumes Circulated

Between 1994 and 1998, library volumes circulated increased by 56 percent



Library Microform Holdings

Library microform holdings increased 208 percent between 1994 and 1998.



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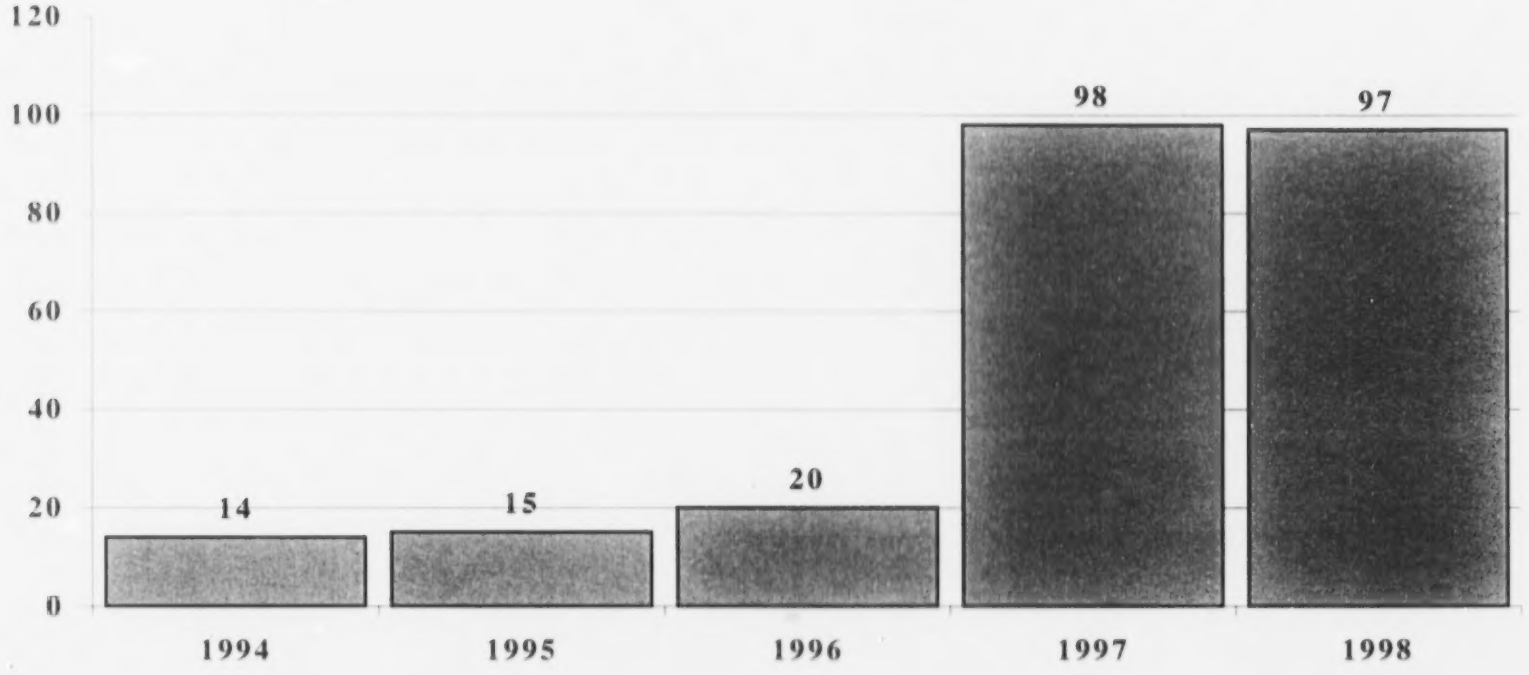
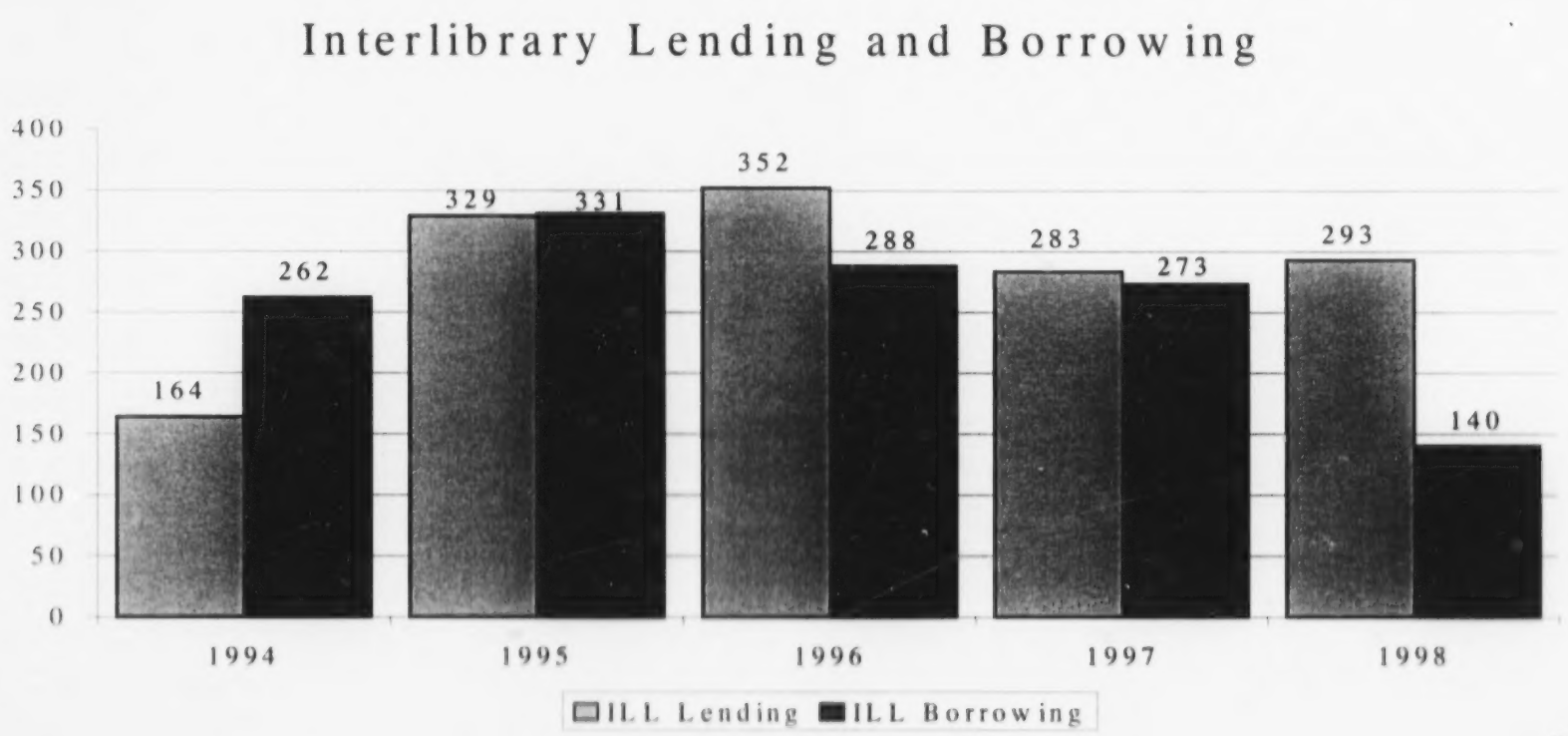
Library Electronic Databases

Library electronic databases increased 593 percent between 1994 and 1998.



Interlibrary Lending and Borrowing

Interlibrary borrowing increased 79 percent and interlibrary lending decreased 47 percent between 1994 and 1998.



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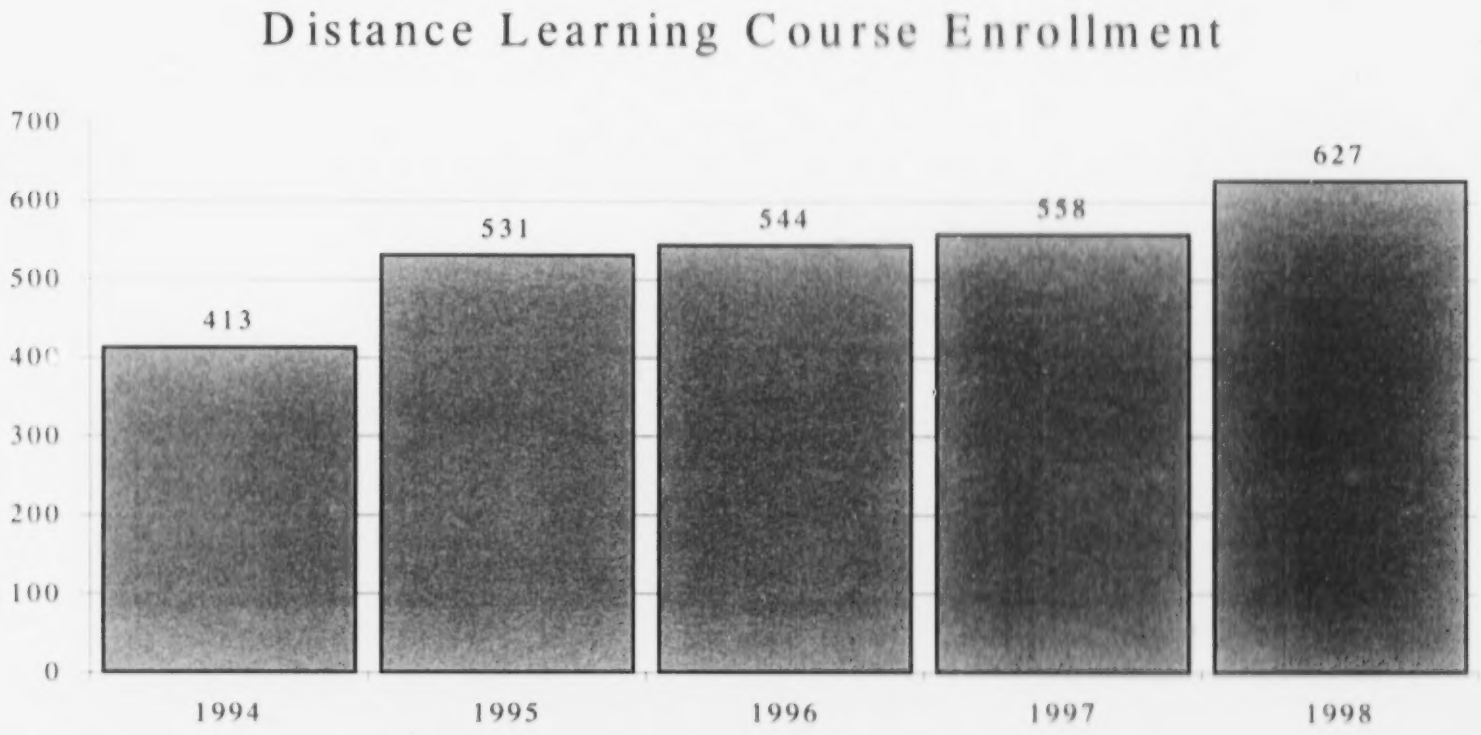
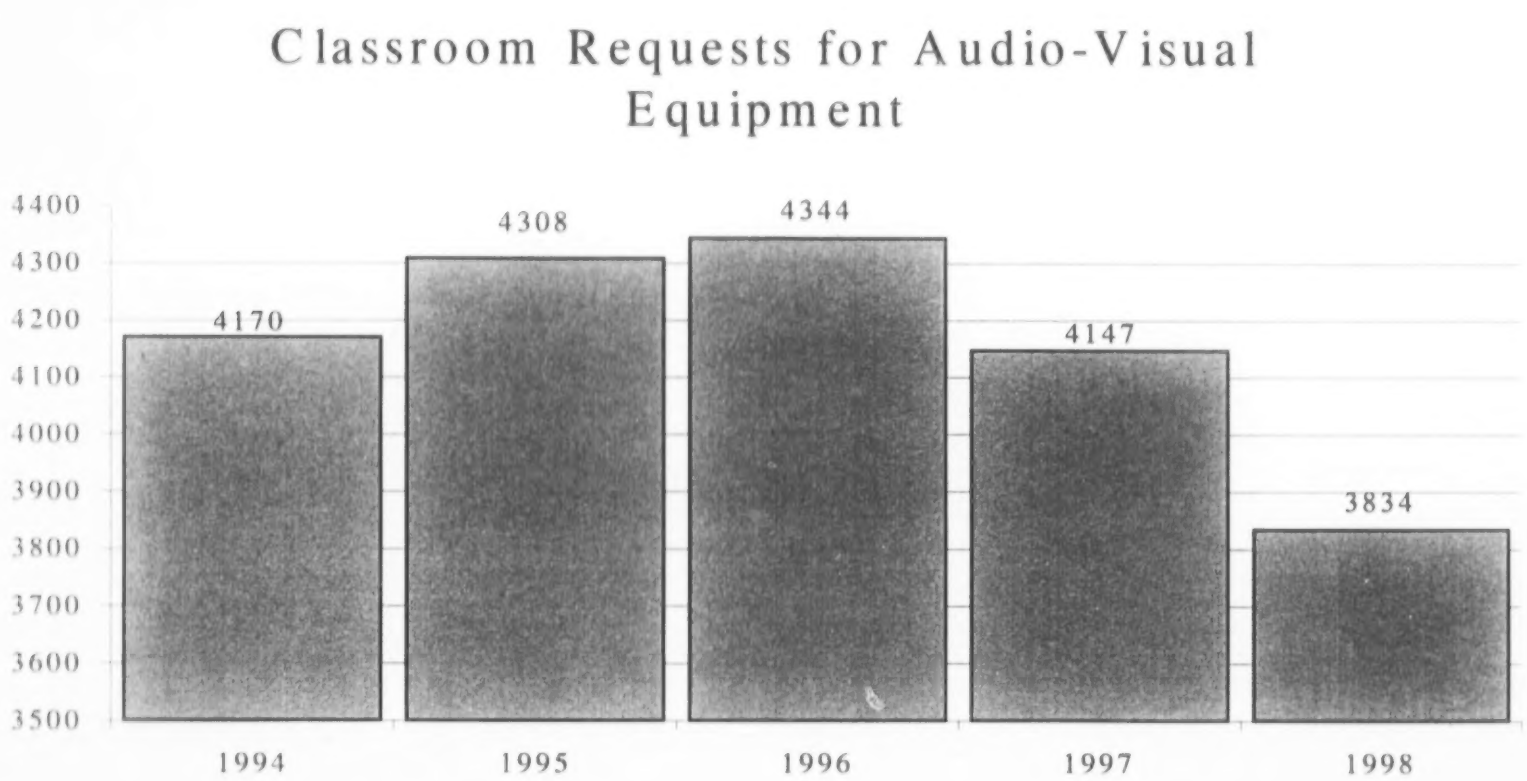
Distance Learning Course Enrollment

Distance learning course enrollment increased 52 percent between 1994 and 1998.



Classroom Requests for Audio-Visual Equipment

Classroom requests for audio-visual equipment decreased by 8 percent between 1994 and 1998.



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PERCENTAGE PERSONAL COMPUTERS BY USER CATEGORY FOR 1999

In 1999, most faculty, staff, laboratories, and computers for library patrons were equipped with pentium machines. Four eighty-sixes were provided for a smaller percentage of these same constituents. Together, pentium and 486 computers were the equipment of approximately 95 percent of on-campus users.

	Faculty/ Staff	*Labora- tories*	*Library Patrons*	Total
486	6.5	11.0	0.0	9.0
Pentium	91.0	86.0	100.0	88.0
McIntosh	2.5	3.0	0.0	3.0
Total	100.0	100.0	100.0	100.0
N	154	387	20	563

(Source: Information Technology Services)